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HISTORY OF SNOW COLLEGE 1932-1951

by

Lee R Thompson

A seminar report submitted in partial fulfillment
of the requirements for the degree

of

MASTER OF EDUCATION

in

Secondary Administration

Approved:

UTAH STATE UNIVERSITY
Logan, Utah

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Mr. Roscoe C. Cox, who was the first editor of the Snowdrift and who has been editor and owner of the Ephraim Enterprise, merits an expression of gratitude for his graciousness in permitting me to have access to old editions of this weekly paper. Though newspapers are generally considered secondary

source material, I found these publications very accurate, as well as helpful,
in tracing information.

Lee R Thompson

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CHAPTER I

INTRODUCTION

Purpose of the study. —Knowing the past provides many of the ingredients that help to make conditions as they are today and as they might become tomorrow, the author became interested in these ingredients which helped to develop the educational institution known as Snow College. This search for knowledge led the writer to believe there was also a need to preserve some basic factual information about this school and present it as a history. This project, therefore, becomes an effort in the development of such a historical document.

Statement of the problem. —This study is primarily confined to the period of time under which Snow College was governed by the State Board of Education. However, the period immediately preceeding 1932, when Snow College was governed by the LDS Church, seemed so important and so filled with historical information that the author purposely attempted to pick up certain loose ends. The problem thus becomes one of historically treating the transition of Snow College from Church to State Control and the ensuing control of the State Board of Education between July 1, 1932 and June 30, 1951.

Justification for the study. —There has been no previous history of Snow College covering this period of time. Since the author's interests with the school have been close, and realizing the importance of gathering current factual information, he felt a need to make a contribution in developing a short history of the

institution. This study can assist other interested people, in relatively short periods of time, to obtain data about the school and be of aid to future administrators and various committees as they seek answers concerning the past.

Source of material. —The author, in seeking procedures for writing and background information, reviewed some histories of various colleges and universities. Notable among them were those of the two Utah state universities. There were various histories of the state which were also reviewed along with articles and books concerning the history of education in general. Particular attention was given to the Junior College movement. The study revealed that there was no one particular authority on the history of Junior Colleges.

The primary source of data for this paper was the State Statutes, the records of the school, and the minutes of the State Board of Education. The author took enough time to dictate and have typed a complete set of those minutes which were relevant to Snow College, taken from the minutes of meetings of the State Board of Education. Copies will be placed in the files at Snow College. School records included: Financial Reports, Statistical Reports, Budgets, Faculty Minutes, and Catalogs. Secondary information was obtained from: Snowdrift (student news paper); Snowonian (student yearbook); Scriblers' Scrapbook (Document prepared by Scriblers Club); Ephraim Enterprise (local weekly newspaper). Personal interviews with informed citizens also proved helpful.

Organization and procedure. —The author has tried to write in an objective, historical fashion, the transitional growth and development of Snow College. The study has not been presented in chronological order because it seemed more interesting and more expedient to present it in another form.

However, the appendix will reflect certain information chronologically. The chapters have been organized as follows:

- I. Introduction
- II. Events Leading to State Control.
- III. Transition
- IV. Era of Public Promotion
- V. Summary

It is hoped that the information found in this document will be as valuable to others seeking information about Snow College, as was the author's experience in the researching and writing of the paper.

CHAPTER II

EVENTS LEADING TO STATE CONTROL

About the middle of the 18th century a tendency manifest itself, in Europe as well as in America, to establish higher schools offering a more practical curriculum than the old Latin schools had provided. In America it became particularly evident, after the coming of nationality, that the old Latin grammar-school type of instruction, with its limited curriculum and exclusively college-preparatory ends, was wholly inadequate for the needs of the youth of the land. The result was the gradual dying out of the Latin school and the evolution of the Tuition Academy.¹

Snow College, founded November 5, 1888, was such an institution. It was given the name of Sanpete Stake Academy. The general objectives of the school were the same as those outlined by the First Presidency of the Church of Jesus Christ of Latter Day Saints (Mormons) as they established church schools in the then known State of Deseret. These objectives were aimed at providing complete development of the individual's physical, religious, and intellectual needs.² The Academy was organized under the leadership of the Sanpete Presidency (Canute Peterson, Henry Beal, and John Maiben) of the LDS Church.

Geographically, Snow College is located in the center of Utah in a small rural community known as Ephraim. It is bounded on the east by the high

¹Elwood P. Cubberly, The History of Education (Boston: Houghton Mifflin Co., 1920), p. 696.

²Circular, Sanpete Stake Academy (18888-18889), p. 2.

mountains of the Manti-LaSal National Forest. To the west are somewhat smaller mountains. To the north and south, run the extreme ends of the small, but beautiful Sanpete Valley. There are three other communities (Mt. Pleasant, Manti and Gunnison) of comparable size and stature, as well as several smaller towns located in the county. The area has been predominantly dependent upon agricultural pursuits since the Pioneers first settled the valley. The contiguous counties are also sparsely populated and dependent upon agriculture for a livelihood. Weather elements dictate the relative financial condition of the people. Crops are dependent upon water, and water storage in the steep mountains is somewhat prohibitive. There is very little industry outside of agriculture and consequently little opportunity for employment after students complete their education.

Summary *Sanpete State Academy founded in 1902*
 In 1902, the name of the school was changed to Snow Academy, in honor of Lorenzo Snow, who was then president of the LDS Church and also after an earlier apostle, Erastus Snow, who was prominent among the Scandinavian people in promoting LDS religion. This title was particularly fitting in Sanpete Valley since many people in its early history were of Scandinavian descent.

Early emphasis was given preparatory, intermediate and normal school training. The school was founded as a preparatory school with a one-year normal course. The Academy continued (as such) until 1894 when three years of high school work were added. In 1895 the curriculum was enlarged to include a two-year normal course and a four-year high school course. In 1898 the program was enlarged to include a three-year normal course, four years of high school, and two years of Business. The next year Business was expanded, the intermediate

department was dropped from the curriculum, the preparatory was divided into A and B sections, and the normal work was increased to a four-year program.³

Between 1899 and 1922, the curriculum was enlarged to include departments in Carpentry, Dressmaking, Agriculture, Domestic Science, and Music. In 1912 normal work was increased to five years, and in 1916, it was extended to six years. A kindergarten was added to the training school in 1917, and the name of the school was officially changed to Snow Normal College.⁴

In 1922, Snow became a junior college; a department of Arts and Sciences was added; the college was accepted as a member of the American Association of Junior Colleges in that same year. In 1923, carpentry work was omitted and all high school work was discontinued. After the high school program was eliminated, the school's name was again changed. It was given the new title, SNOW COLLEGE.⁵

Snow College continued to function as a junior college during the 1920's, but there were rumblings, worries, fears, and great anxieties. In April 1926, the Superintendent of Church Schools, Dr. Adam S. Bennion, outlined the policy of the Church Board of Education in relation to its educational program. He indicated that Church finances could not stand the drain now being made upon them by the educational department. He said the Church policy was to eventually withdraw from the academic field in certain schools and would do so in the case of

³Ross P. Findlay, "Snow College, 1888-1932 (unpublished Master's thesis, School of Education, Utah State University, 1952).

⁴Ibid.

⁵Ibid.

Snow College as soon as the state could take over the schools. It was his thinking that Snow College was more favorably situated than perhaps any other junior college located outside of the large population areas and could thus become a good quality state junior college.⁶

The early stages of a major depression were beginning to be felt by more and more people of Utah during the late 1920's and the early 1930's. The public school system of the state was hard pressed for funds. Delinquent tax roles were becoming larger each year. There were indications of drought in a state which, up to that time, had been predominantly agricultural. These were some of the same elements which had caused the Church to outline their policy toward educational retrenchment.

In February of 1929 Dr. Joseph F. Merrill, LDS Church Commissioner of Education, directed a letter to Governor George H. Dern suggesting that the state accept and operate the junior colleges at Snow and Weber Colleges.⁷ At the request of Governor Dern, the Utah State Board of Education appointed a committee, April 1, 1929, to make a study on junior colleges. On September 30, 1929, the chairman of the State Board of Education announced he had the report, but since there had not been enough time to study it, consideration was delayed until the October 27 board meeting. In the October board meeting, the report was again set aside because of the general elections scheduled for

⁶ Ibid.

⁷ The Snowdrift, Vol. V, No. 17 (Ephraim, Utah: Snow College), February 1929.

November. Finally, at the meeting held in Salt Lake City, Utah, November 6, 1930, the committee which was selected to study the junior college situation throughout the country, and with particular reference to the needs of Utah, made its report to the State Board of Education. After considering the report at length, the following resolution was drafted by the Board, and with a communication, was transmitted to Governor Dern, along with a copy of the report:

WHEREAS, on April 1, 1929, Governor George H. Dern wrote the State Board of Education, calling to its attention that the Legislature of 1929 had considered passing legislation looking to the establishment of junior colleges, and

WHEREAS, he was of the opinion that much of the confusion attending a proposed legislation on this question was due to lack of necessary and reliable information, he requested the State Board of Education to make a study of the junior college situation with particular reference to the needs of Utah, and later to report its findings and recommendations to the Legislature, and

WHEREAS, in accordance with the plan of the Governor, the State Board of Education appointed a fact finding committee consisting of I. L. Williamson, Chairman; J. T. Whirlton, LeRoy Coles, Ernest A. Jacobsen, and Loftor B. Jarnason to collect data and submit all available facts concerning the matter to the Board, to thus aid the Board in carrying out the request of the Governor, and

WHEREAS, the Board has made an independent study of request of junior colleges, it has received from the fact finding committee its report, and has given it careful study, and

WHEREAS, the Board is of the opinion on the information contained in the report, and its own independent investigation, that the junior college should eventually become a unit in the educational system of this state, but feels that in view of the present financial depression, the prospective decrease in revenues, and in consequent probability of a higher tax levee, that it is inadvisable to enact any legislation in the 1931 session of the Legislature looking to the establishment of junior colleges.

NOW, THEREFORE, BE IT RESOLVED that the Chairman be requested to submit to the Governor a copy of the report of the fact finding committee, with the recommendation that no legislation looking to the establishment of junior colleges be passed by the 1931 Legislature, and that this Board be permitted during the next biennium to make a further study of the question.⁸

The Utah State Legislature convened in January, 1931. The message of the Governor outlined his thinking on legislative matters. Governor Dern indicated that, while junior college education was probably forthcoming to this state, he could not recommend the establishment of junior colleges in Utah at that time because of the pressing need of finances in other areas.

During the legislative process that ensued, there was a considerable amount of political maneuvering behind the scenes, according to those who knew. Most notable among those individuals interested in this problem was state representative P. C. Peterson, a native of Ephraim, Utah, and the great-grandson of President Canute Peterson, a member of the Stake Presidency who had helped to found the original Sanpete Stake Academy. Assisting Mr. Peterson in the House of Representatives was Ernest Madsen. And serving in the Senate was Mr. W. D. Candland. These were Sanpete's representatives to the 1931 Legislature. Upon their shoulders rested the primary responsibility for legislative action in behalf of Snow College. Behind the scenes were others, such as L. R. Anderson, A. Wells Thomson, and various citizens' committees from the surrounding valley. There was similar support from Weber County.

⁸ Minutes of the Monthly Meeting, November 6, 1930, Utah State Board of Education, Salt Lake City, Utah (in record of minutes).

These groups combined to counter other political maneuvers.⁹

A special meeting of the State Board of Education was called by the chairman, Dr. C. N. Jensen, February 2, 1931, after he had polled local board members because of requests of various members of the Legislature concerning further expressions from that body about its stand on junior colleges. After due consideration of the problem, the following statement was written as the Board's stand:

At a meeting of the State Board of Education held this afternoon (February 2, 1931) the Chairman announced that a Legislative Committee desired the Board to take action on a proposal for the establishment of junior colleges, whereupon it was moved and carried that the Board considered its action on the question of the establishment of junior colleges taken November 6, 1930. Reconsideration resulted in the Board's reaffirming its action of November 6, 1930, that viz., that in view of the existing economic conditions, it is the judgment of the Board that no legislation looking to the establishment of junior colleges be passed by the 1931 Legislature.¹⁰

This statement was to be made available to all legislators who inquired about it.

On February 11, 1931, Representative P. C. Peterson introduced House Bill 101 on the floor of the House of Representatives. The bill provided basically for junior colleges at Ephraim and at Ogden with financial support coming from the state, and with administrative authority coming from the State Board of Education (See Appendix B). This bill became known as "the storm of the 1931 Legislature." The bill was first referred to the House Committee on Education.

⁹ Interview with Lewis R. Anderson, President of Snow College Board of Trustees 1931-32. Manti, Utah, May 1963.

¹⁰ Minutes of the Monthly Meeting, February 2, 1931, Utah State Board of Education, Salt Lake City, Utah (in record of minutes).

After being reported out of Committee, it was passed by the House of Representatives surprisingly easy. Roll count was 44 for, 1 against, and 11 absent.¹¹ While the vote, as recorded, might have reflected a lopsided victory in favor of the bill to some people, there was considerable veiled opposition. Two Salt Lake Representatives changed their vote specifically from the negative to the affirmative with announced intention of recalling the bill the next day. Recall of the bill did not take place, however, and the bill was referred to the Senate.¹²

The bill was later referred to the Senate Education Committee. Various legislative committees were delegated to meet with Church authorities to see if they would not reconsider. One report read as follows:

Senator Ira Huggins informed his colleagues on the Senate Education Committee he had been recently informed by leaders of the LDS Church that if the Legislature made no provision for junior colleges, the Church would close its privately operated schools of that rank the current year. If the Legislature did set up some machinery for taking care of the matter, the Church would make the change gradually, it was asserted. Mr. Huggins said the Church found itself compelled to restrict its general educational activities by reason of its limited revenue. Mr. Huggins felt that the Church was in no sense trying to dictate to the Legislature, but was rather pointing to a condition of great importance to many individuals in the country districts.¹³

The Bill was reported out of committee, with a majority vote.

¹¹The Snowdrift, op. cit., Vol. VII, No. 13, April 1931.

¹²Interview with P. C. Peterson, Sanpete County Representative, Provo, Utah, May 1963.

¹³Ephraim Enterprise, Vol. 19, February 1931.

Various efforts were made to kill the bill; amendments were tried. One amendment introduced was to make Snow and Weber colleges branches of the University of Utah. Another one was introduced to place them on half district support so that the county or counties benefiting from the school would have to support it proportionately. This later amendment did carry in the Senate, but the House immediately sent a communication indicating it would not concur in such an amendment. The bill then went to conference with Senators Smith, Candland, and Welling of the Senate, and Representatives P. C. Peterson, S. M. Jorgenson and W. C. Brimley of the House, and was reported out with the following suggested amendment inserted:

Provided that the school districts, county, or counties, in which the school is located will pay one-half of said maintenance, beginning July 1, 1963, and thereafter.¹⁴

Senator Smith made a minority report. According to Representative Peterson, there was no particular fear concerning the passage of the amended bill in the House, but the Senate was virtually deadlocked going into the third and final roll call. In the words of Representative P. C. Peterson to the author, he said:

Things were really dark on the eve of final roll call in the Senate. We [Sanpete and Weber Senators and Representatives] had counted the votes unofficially late the day before and it looked as though there would be a tie vote or perhaps one vote in favor of killing the bill. I was in my hotel room when a knock came upon the door. It was President George H. Brimhall of Brigham Young University and Will Knight of

¹⁴ibid., Vol. 21, March 1931.

Provo. We discussed the junior college issue carefully and then President Brimhall asked if there were anything he could do. I reported that there was nothing unless he could get Utah County Senator Booth who had refrained from voting earlier, but who was considered in the opposing camp, to change his vote. President Brimhall's departing words were "we shall see what we can do."¹⁵

Representative Peterson's considered opinion was that President Brimhall personally called, or arranged to call, every precinct chairman in Utah County and urged them to use pressure on Senator Booth to vote in favor of the bill.

Representative Peterson indicated that there were some tense moments among Legislators, Educators, Citizens of the state, and particularly patrons of Snow and Weber Colleges, as the Senate assembled for third and final reading of the bill. The entire House of Representatives had adjourned in order that its members might observe the roll call as it was taken. There were also some particularly anxious moments among the advocates of the bill as Senator Booth stood to explain his vote in the affirmative. Representative Peterson felt that the efforts of President Brimhall and Will Knight were rewarding because the final roll call was 11 in favor of the bill and 9 opposed.

There was a brief testimonial held in the Senate Chambers shortly after the bill was passed and high praise was paid Representatives Peterson and Madsen, Senator Candland, certain Weber County Representatives, as well as special lobbies which had been conducted.

¹⁵ Interview with P. C. Peterson, Sanpete County Representative, Provo, Utah, May 1963.

Senator Dan B. Shields is said to have stated in the Salt Lake Tribune:

I should like to publicly pay my compliments to the ability of the lobby that is behind this type of legislation. I feel that I have been lobbied by experts. The conference report is the most direct affront to the majority vote of the Senate of Utah that has been presented this session. I did not think that the majority of the Senators could possibly vote for it, but they did.¹⁶

There was still considerable fear that Governor Dern, who had earlier ammounced publicly he was not in favor of junior college legislation at this time, might veto the bill. Representative Peterson and other Snow and Weber advocates launched a telephone campaign throughout the state urging communications be sent to the Governor in support of this legislation. Great satisfaction was felt when Governor George Dern signed House Bill 101 as one of the last acts concerning the Legislature on the afternoon of March 24, 1931.

The signing of the Junior College Bill promptly set the stage for a mammoth celebration in Sanpete Valley. The theme of the celebration was not particularly aimed at honoring those who had sponsored this legislation, but, rather, one in which the people of Sanpete might show their appreciation for passage of the legislation and expose to anyone interested or who might benefit from its passage how appreciative they should be. (A humorous autobiography of House Bill 101 is found in Appendix C).

The 1931-32 school year was one of dual leadership. The Church Board was still functioning officially, and the Utah State Board of Education was groping

¹⁶ Ephraim Enterprise, op. cit., Vol. XXI, March 13, 1931.

with questions yet unanswered in an effort to assume its role as the new administrative body. Normal student activities went forward, but with more limited finance and under careful scrutiny. President Milton H. Knudsen was trying to make the transition a smooth one.

Official notification came on April 7, 1932, that the Northwest Accrediting Association had accepted Snow College as a fully accredited institution. This meant that for the first time Snow's credits would be recognized by similarly accredited schools throughout the Northwest. This recognition was interpreted as giving meaning and stature to the faculty, students, and institution as a whole. Public support was still enthusiastic as spring quarter concluded. Large crowds attended all graduation activities. These exercises were acclaimed to have been the largest and most successful in the history of the college to that date.¹⁷

As the author surveyed various citizens, faculty, students, and student officers of that day, he found few who knew about the implication of such a change in administration, or if they did know, a lapse of time and memory had erased the significance of the event. It was the author's considered opinion that the majority of the people interviewed had been happy under Church administration, and most of these individuals would have preferred to remain under its jurisdiction. According to the incoming student body President, Ralph Blackham (1932-33), the student body, as a whole, apparently paid little attention to the affairs of the day. Perhaps this was because of their lack of basic information,

¹⁷ Ephraim Enterprise, op. cit., Vol. XX, June 1932.

immaturity, or, perhaps there was actually little they could do. There was never a doubt left by Mr. Blackham as to their loyalty to the school and the actual benefits which the school afforded the students. In his way of thinking, Snow became a true junior college because of its close proximity to the student, the low cost, the personal attention given individual students by the staff, and the opportunities afforded to pursue either a college preparatory course or a terminal course which could lead to a lifetime profession [Mr. Blackham later became a member of the Board of Trustees of Utah State University as the representative from the Snow College area].

The brief history of Snow College through the fiscal year ending June 30, 1932 reflected a number of characteristics which corresponded to the era described by Jesse P. Bogue, in which junior colleges doubled in number and more than quadrupled in enrollment—an era when state legislatures began to recognize a need for junior colleges just as California did in 1921 when it passed its junior college district law.¹⁸

¹⁸Jesse Bogue, "Gleanings from Jesse Bogue's Writings: The Era of Recognition," Junior College Journal, American Association of Junior Colleges.

CHAPTER III

TRANSITION

When House Bill 101 became a law, effective July 1, 1932, Snow College became the first junior college in the State of Utah. Weber College later came under state control on July 1, 1933. At a meeting held on July 14, 1932, at Ephraim, Utah, representatives of the State Board of Education (Dr. C. N. Jensen, J. C. Swenson, Joshua Greenwood and Secretary A. C. Matheson) met with members of the executive committee of the former Church Board of Education (Chairman L. R. Anderson, A. J. Nielson, Newton E. Noyes) along with President Milton H. Knudsen and Registrar J. S. Christensen of the College. The deeds of Snow College were transferred from the LDS Church to the State of Utah. There was only one minor correction to the original deeds requested by the State Attorney General's office. This was an insertion which read: "To the extent and in the manner provided by section 1 of chapter 58, Laws of Utah, 1931."¹

There was actually no cash value involved in this transaction, so far as the author was able to determine, but an article in the October Snowdrift listed an amount of \$125,000. The authenticity of the amount is uncertain. The actual transfer included approximately six acres of land, the "Main Building"

¹Minutes, State Board of Education, op. cit., July 17, 1932.

(later named Noyes Building), the gymnasium, the tennis courts, the football field, and all classroom furniture and equipment. The Circular of Snow Academy in 1904-05 states that the "Main Building" was constructed through community cooperation, donated labor, money, and produce during the years of 1899 to 1908. It was described in the Circular as follows:

a magnificent structure standing in the center of a 5-acre lot. It is one hundred fifty-two feet long, eighty-three feet wide, three stories high, and contains thirty-three rooms.²

This building was the hub of the campus. All classes except physical education were conducted there for many years. Some educators of the day referred to it as the best building of the time.

The Gymnasium, built in 1912, boasted the most modern conveniences of the day. A unique feature was its circular track which was partially suspended from the roof, and encircled overhead, the normal basketball playing court. To opposing teams in basketball, this became somewhat of a handicap since they were unable to shoot from the deep corners of the court with their normal arch without hitting the suspended track. Constant practice is said to have taught Snow players to better position themselves or adjust for this construction. The tennis courts and football field were contiguous to the buildings mentioned above.

Running concurrently with the enthusiasm of the community over the knowledge that an Educational, Cultural Center was going to operate, at least for a while, as a junior college, was the beginning of one of our nation's worst

²Annual Circular, Snow Academy (1904-05).

depressions. The "Great Depression," of the thirties however, was somewhat slow in manifesting itself in Ephraim. Its effects were felt in 1931 and reached influential proportions in 1933. It then began the gradual climb of abatement in the ensuing years.

Unemployment became commonplace. Payrolls and wages were reduced in an effort to forestall business closures. Banks had closed their doors, wiping out the life-time earnings of many parents who had been saving in an effort to send their children to school. All of these elements truly dampened the spirits and hopes of many people relative to College. Great concern was expressed about the lack of funds to send children to school; there was fear that Utah would not be able to financially support a new educational venture such as the junior college move. Most people expected the enrollment to drop off drastically as it did in many other areas of the United States. For some reason, however, at Snow College the enrollments actually grew. It was reported in the minutes of Snow College Committee of the Board on October 8, 1932, that the Fall Quarter enrollment of that date was 190 students as compared to 167 the year before. Through the combined effort of parents, the desire of students to attend college, government assistance in the form of scholarships, loans, and employment, along with greater cooperation within the school in its effort to meet the challenge, the enrollments held and the school continued to move.

There were many problems facing the new Board of Education. Some problems were of a legal nature; some were of a policy nature, and some were just administrative problems that arose from day to day. Because there were a number of board members who were not of the LDS faith, some questions arose

of a policy nature concerning curriculum, social standards, faculty and administration.

Milton H. Knudsen was president of Snow College during the last years when Snow was a Church school. He also served the first year thereafter. He was born June 30, 1881, at Provo, Utah. He took his undergraduate work in Utah schools, and graduated from BYU in 1917 where he was a class president and an efficiency student. He received a master's degree from Iowa State College at Ames, Iowa, in 1921, and then did advanced work at the University of Wisconsin until 1923. In 1924 he accepted the position as President of Snow College. He was apparently a religious man, for his autobiography revealed he held many church positions.

President Knudsen worked hard during the last year Snow functioned under the Church Board in order to make the transition from Church to State a smooth one. Though he was not assured of a position under the State system, he was asked to evaluate the existing Church program, and to make early recommendations for changes to be implemented. At a meeting held December 12, 1931, the Board officially offered Milton Knudsen the position of President of Snow College for the 1932-33 school year. This was the first year for the college under state control. The salary was set at \$3200. Upon his acceptance, President Knudsen was asked to submit his recommendation regarding curriculum, entrance requirements, matriculation, classification of students, schedule of fees, etc. The items he recommended were all approved, or altered and approved by the Board in their January 1932 meeting.

With the many pressures of public school problems as well as the added responsibilities brought to the State Board through the junior college program, it became apparent that a junior college committee of the Board could expedite much of their business. The Board asked the chairman, Dr. C. N. Jensen, to set up a committee of four men, including himself, to act as the Snow College Committee of the Board. The eventual selection, in addition to Dr. Jensen, included Judge Joshua Greenwood, J. C. Swenson and George Eaton. This committee instituted a review of general conditions at Snow College.

By that time, the matter of state finances became a problem. Early in March, the Governor of Utah directed a communication to the State Superintendent of Public Schools advising him of a shortage in the state's general fund, and he urged all departments to save at least 20 per cent of their budgets during the coming school year. The state school office had also received communications from local public school superintendents setting forth reasons why certain high schools could not operate throughout the current year for the full thirty-five weeks required. This condition was regarded as serious because it could jeopardize State apportionment of funds to public schools as well as to college entrance for those senior students who did not receive their stipulated thirty-five weeks of schooling. The Board quickly took action which would permit those schools to close after thirty-four weeks without affecting state apportionment. The Board also appealed to the institutions of higher learning to accept high school seniors with full credit if they completed thirty-four or more week, of instruction during the 1931-32 school year. The colleges responded favorably

to the Board's request.³

A discussion on Snow College Faculty and Budgets came before the Snow College Committee of the Board on March 30, 1932. The committee decided to recommend the retention of the present faculty for the 1932-33 school year. However, in the exchange of views during the discussion, it was discovered that essential harmony did not exist in the Education Department of the college. It was decided that Dr. C. N. Jensen and President Knudsen should call the faculty members of that department together and inform them that they would be required to make the necessary adjustments to bring harmony and proper working relations into the Department of Education. They were to be further advised that if those adjustments could not be made, services as instructors would be terminated.⁴ It was also decided to adjust President Knudsen's recommendations on salaries as well as operational expenses to coincide with the Governor's previous admonishments concerning a 20 per cent savings for the ensuing 1932-33 budgets. This decision resulted in a 10 per cent reduction from the overall salaries for the 1931-32 school year.

The problems of the impecunious student struggling for an education seem to have been prevalent ever since the beginning of educational institutions. In an effort to alleviate such problems at Snow College, the Church Board of Education had established a policy during the construction of the "Main Building" that would

³ Minutes, State Board of Education, op. cit., March 30, 1932.

⁴ Minutes of meeting, March 30, 1932, Snow College Committee of the Board, Salt Lake City, Utah.

permit a person with sufficient means to contribute money toward the building program, and in return, this person could select, according to the amount contributed, a needy person or persons, and in some cases a designated family, to attend Snow College until their graduation. This was referred to as "Scholarships in Perpetuity." One of the first policy changes made by the Board was to abolish such scholarships. While this change caused some concern and discussions among those individuals who were still eligible for consideration, the Board stood fast by its decision. The Board did authorize approximately a dozen efficiency scholarships to be placed among various high schools of Sanpete, Sevier, Wayne, Piute, and Garfield counties. These scholarships permitted the waiver of tuition fees, but the student still had to pay a ten dollar registration or entrance fee. The tuition and fees, including the registration fee, changed from seventy-five dollars per year in 1931-32 to sixty dollars per year in 1932-33. Special effort on the part of staff members to assist students was noteworthy. They agreed in 1932 to accept non-perishable produce to be applied against tuition expenses, and this produce in turn, was given to members of the staff in lieu of their salary. Special donations of cash contributed by staff members were given in order to provide opportunities for student employment. Certain dedicated members even opened up their homes at extremely reduced rental rates, and most often free of charge, in order to give these young people the opportunity they so desired to attend college.

Additional support was obtained for the needy students by way of employment after the United States Congress passed the Industrial Recovery Act.

President Knudsen was authorized to seek assistance from Government funds to improve the grounds and buildings. While the amount received was small (one thousand dollars), it did assist a number of students. Later, new President Ira O. Horsfall applied for \$16,000 under the Public Works Administration. This type of assistance was continued for a number of years.

One of the disadvantages often experienced by a small college located in a rural environment is the lack of employment for students. There was no Chamber of Commerce or a strong local alumni organization to promote fund raising projects. The nearest thing to this type of activity was a special effort made by the Ephraim Lions Club which sponsored annually an efficiency student award. This was strictly an honorary emblem of a kind which was presented to the student and was of no value monetarily so far as school expenses were concerned.

The change from Church to State control brought with it certain policy changes in social and disciplinary standards. In the 1931-32 catalog the following policy under the caption of DISCIPLINE is noted:

The Snow College was founded primarily to build character and to develop a firm testimony of the Gospel of Jesus Christ. That these ideals might be realized, it is requisite that students shall conduct themselves under all circumstances as ladies and gentlemen.

The use of tea, coffee, and strong drink and tobacco is forbidden. The keeping of late hours, idleness, the injudicious expenditure of time or money will at any time be considered sufficient cause for suspension or expulsion.

In order that the ideals of the institution might be better accomplished the faculty requires of all students who are active in student and school affairs to be thoroughly representative.

The policy of the institution may be stated concretely as follows: Students who represent the school in any musical organization, dramatics, oratory, debating, or become a member of any athletic team representing the student body; students who represent the student body as student body officers; and students who represent any of the classes as class president, shall conform to all of the regulations of the institution relative to the use of tobacco, drinking, gambling, and dancing.

Students who do not keep these regulations shall be deprived of their position as official representatives of the institution in any of its functions.

All social functions given by any organization of the school are under the direction of the standing committees on socials.

Any disciplinary announcements made by the President of the faculty are to be considered as part of these regulations. Violations of any of these rules will subject the offender to reprimand, suspension or expulsion.⁵

In the 1932-33 catalog, the first year of operation under State control, the following reflects the modifications in such a policy statement.

Snow College stands now, as it always has stood, for temperance in personal habits, and for such conduct and moral standards as become Christian men and women, but the largest liberty consistent with these standards will be allowed. Such irregularities as idleness, intemperance, habitually being out late at night, and extravagant expenditures of money, and the like, have the distinct disapproval of the college, and may warrant discipline from the authorities.⁶

While in general terms the same meaning may be inferred, it is quite apparent that the specific use of the words, tea, coffee, strong drink and tobacco are

⁵"Discipline," Announcement of Snow College, Utah State Board of Education, 1931-32 (Nephi, Utah: The Times News Press), pp. 23-24.

⁶Ibid., pp. 19-20.

missing from the state policy and accordingly replaced by the words "temperance in personal habits."

It was evident, however, during the early "thirties" that a change in written policy actually did little to change the reality of the times. The same administration, the same faculty, the same community environment, and the same predominantly LDS student body followed very closely the standards established by Church influence.

Finances are always an important aspect of school administration. Snow College was fortunate in the business office with the knowledge and talents of Mr. J. S. Christensen. He was broad in knowledge, experience, and ability. He held an A. B. Degree from the University of Utah, an M. A. Degree from Utah State Agricultural College, had attended the LDS Business College, held various bookkeeping and accounting positions, had been a successful high school principal and teacher, and had passed the Utah Bar Examination in 1928. He had also taught various subjects in commerce and business at Snow College.

During the period of transition his background was most valuable, but even then, there were many problems. At one of the first meetings of the Snow College Committee of the Board, it was decided that Mr. Christensen should be given the title of Assistant Secretary of the Board for Snow College. He would retain his title as Registrar and collect the tuition and fees and remit them to Mr. Ora Hansen, Assistant Cashier of the Bank of Ephraim. Mr. Hansen was given the title of Treasurer of Snow College.⁷ Because this move proved very

⁷ Minutes of meeting, op. cit.

cumbersome, the Board later took action that established Mr. Christensen as Registrar and Treasurer of Snow College, the same as he had been under Church control.

The State Department of Finance and Purchases had policies quite different from those of the LDS Church, consequently, many problems of communication pertinent to procedures arose. It was decided all claims for payment should be filled with the State Board once each month and duly processed through the Department of Finance. This procedure led to delays, accusations of blame, and conflict.

Another problem during the period of transition related to Mr. Christensen's authority and responsibility to accept and collect notes to cover tuition and fee payments. He was the officer designated to collect the funds for the school and remit them to the Treasurer, but the Treasurer should be the one to follow through on delinquent notes. At a Snow College Committee Meeting of the Board on October 8, 1932, Mr. Christensen reported that of the 190 students registered, 78 per cent had paid some tuition; 22 per cent had paid none; 52.6 per cent had paid one quarter or more in tuition. There had also been 14 scholarships granted. On the recommendation of the Snow College Committee, the State Board passed a motion that a Financial Committee be appointed at Snow College—comprised of President Knudsen, J. S. Christensen, H. E. Jensen and W. G. Barton—to pass on applications for credit.⁸ Mr. Jensen and Mr. Barton had been successful

⁸Ibid., October 10, 1932.

instructors at the college. The Board also took action to make Mr. Christensen Assistant Treasurer so he could legally assume responsibility to collect on notes.

A common belief of those people who were closely associated with the business affairs was that, without the services of Mr. J. S. Christensen, confusion possible could have led to chaos.

During the fall of 1932 and continuing into the 1933 legislative term, political vibrations were felt. The general election was the greatest democratic landslide in history. Democrats were voted into office throughout the United States, and the voting in Utah evinced no exception. There were numerous state and local candidates who came into Sanpete County throughout the political campaign and most of them were questioned concerning their political views relative to Snow College. One of the most prominent of those campaigners was Charles H. Skidmore, democratic candidate for State Superintendent of Public Schools. He devoted his whole political speech which was delivered at Ephraim to discredit an apparent whispering campaign which claimed he was opposed to Snow College and the junior college move. Governor elect Henry H. Blood did not carry a majority in Ephraim.

There was considerable fear and anxiety concerning the local candidates who were going to the Utah Legislature. It was a republican representative, P. C. Peterson, who authored the bill to make Snow a state junior college, but he was defeated in this election by a democrat, Conrad Frischknecht of Gunnison, Utah. Great efforts were made to convince Representative Frischknecht of the

College's worth to the entire area.⁹

Support for the college on a local and on an area basis was fostered by a group of men in the Ephraim Lions Club. Through their efforts, they solicited the support of other local Lions Clubs as well as that of the Associated Civic Clubs of Southern Utah. There was a legislative committee selected to work with delegated civic supporters from the Weber area.¹⁰ Ephraim City pledged financial support for this lobby group. Between the Sanpete and Weber supporters, they drafted plans and alternatives in preparation for the 1933 Legislature.¹¹

The December meeting of the State Board of Education had listed as part of its agenda, the advisability of making a further report to the Governor with reference to the establishment of junior colleges. The secretary read the following statement which had been prepared by Messrs. Greenwood, Eaton, and Swenson of the Board:

In 1930 the State Board of Education recommended to the Governor and the Legislature of the State of Utah that in view of the depression then existing and the consequent decline in the revenues of the State, the question of establishing junior colleges be deferred until such time as the revenues of the State would justify the increased expenditure for the establishment of these colleges.

However, the Legislature of 1931 passed an act which took over two junior colleges already established and maintained by

⁹ Ephraim Enterprise, op. cit., Vol. XXI, March 8, 1935.

¹⁰ Ibid., Vol. XVI, March 3, 1933.

¹¹ Ibid., Vol. VII, December 2, 1932.

the LDS Church. It further made appropriation of \$40,000 for the maintenance of one of these colleges located at Ephraim, for the year beginning July 1, 1932 and ending June, 1933. The law further provided that thereafter these colleges were to be maintained by appropriations made by the State Legislature and a like amount to be raised by the local territorial unit in which the junior college was located. This provision for the joint maintenance of the State and local territorial unit was made for the Snow College at Ephraim and the Weber College at Ogden, and was to begin July 1, 1933. The two colleges were to be under the supervision and control of the State Board of Education.

The Board regards the branch Agricultural College at Cedar City as junior college and believes it should be maintained under the same provision as the other two institutions. We, therefore, recommend that the State maintain the three junior colleges already established under the following conditions:

1. That the State appropriate one-half of maintenance and a like amount be provided by the local territorial unit in which the college is located.
2. That the Legislature be asked to further amend the act by defining the local area of support for each of the three junior colleges and that it make such further detailed provisions as will insure the practical operation of the said junior colleges.¹²

No action was taken on this statement or resolution, by the Board, but a lengthy discussion followed on whether or not to make another report to the Governor. It was finally decided that a report should not be made until the Board had made a more complete and accurate study.¹³

That was the last Board Meeting for Superintendent C. N. Jensen. His term of office expired on December 31, 1932, and he was replaced by Dr. Charles H. Skidmore who was elected on the democratic ticket in the November election.

¹²Minutes, State Board of Education, op. cit., December 20, 1932.

¹³Ibid.

School legislation demanded a great deal of attention in the 1933 Legislature. The original bill (HB 101) that established Snow and Weber Colleges as state junior colleges had the following proviso:

Provided that the school districts, county or counties in which said school is located shall pay one-half of said maintenance, beginning July 1, 1953, and thereafter.¹⁴

This proviso was the concession given by the advocates in the 1931 Legislature in order to keep the bill alive in the Senate. The task of the new politicians representing Snow and Weber was to get rid of this Proviso, because local support for these schools appeared to be rather dim. Various questions were raised. Some sample questions were:

1. Should the state withdraw all support from Snow and Weber?
2. Where does Dixie College fit into the state scheme?
3. Is Branch Agricultural College at Cedar City a junior college or a senior college, and what is her status so far as full state support is concerned?
4. What is the status of the first two years of education on the senior college campuses relative to full state support versus one-half support from local school districts, county or counties?
5. Should there be some sort of a common board to bring all higher education under a unified system.¹⁵

Prior to the convening of the 1933 Legislature, there had been a committee of nine men appointed to study the state economy and make recommendations for retrenchment of public expenditures. The chairman of this committee was Senator Bamberger of Salt Lake City. His committee recommended withholding all state support for Snow, Weber, Dixie, and Branch

¹⁴ Revised Statutes of Utah (Kaysville, Utah: Inland Printing Company, 1933), p. 776.

¹⁵ Ephraim Enterprise, op. cit., Vol. XIX, February 1933.

Agricultural College for the ensuing biennium.¹⁶

The tenacity and loyalty of the advocates supporting the junior college move were rewarding in spite of regarded obstacles. House Bill 120, which deleted the "Proviso" of the original founding bill, was introduced into the House of Representatives by Sanpete Representative Conrad Frischknecht and passed with a majority. The test again was met in the Senate where Senator Bamberger led strong opposition against the bill. After several caucusses, conferences, and general agreement from the Appropriations Committee to reduce or hold the appropriations down, the bill finally passed.¹⁷ This meant that Snow, Weber, Dixie, and Branch Agricultural College would be supported financially from state appropriations plus dedicated credits derived from student tuitions and fees. The advocates of "taking the schools to the people" were regarded as having won a great victory by the Snow College patrons.

Passage of this bill and the subsequent signing by Governor Blood did not seem to solve all the problems. The 1931 Legislature appropriated \$40,000 for salaries and operation for just one year (1932-33). The 1933 Legislature appropriated only \$30,500 for the two-year period ending June 30, 1935. This actually meant an annaul figure in 1933-34 of \$15,250 plus fees as compared to the 1932-33 figure of \$40,000. The first year of the biennium had not progressed far until a group of citizens and staff members from Weber College requested the

¹⁶ Ibid.

¹⁷ Ephraim Enterprise, op. cit., Vol. XVIII, February 17, 1939.

State Board of Education to petition the Governor for additional funds for teacher's salaries. It was pointed up that junior college salaries were far below the standards of high schools in the state. The Board unanimously approved the following petition:

Honorable Henry H. Blood
Governor of the State of Utah
Salt Lake City, Utah

Dear Sir:

In view of the fact that the salaries of the junior college teachers are far below the standard of high schools in the state, we, the State Board of Education, hereby make application to you for additional funds, which may be appropriated for the purpose of increasing the salaries of junior college teachers. This appeal is made in the hope that you have legal authority and that funds can be found available to increase the appropriations to accomplish this end.

Respectfully,

Sig. /
State Board of Education¹⁸

Apparently Snow College did not get any assistance from this petition, because at the end of the school year, the President again requested permission to shift funds in order to pay teacher's salaries. That particular year the maximum salary had been set by the Board at \$2,000 on the recommendation of the President, and most of the teachers did not receive their full, scheduled amount.¹⁹

¹⁸ Minutes, State Board of Education, op. cit., February 11, 1935.

¹⁹ Ibid.

As a result of a new State Superintendent, and three new state school board members (A. J. Ashman-Richfield; J. A. Langton-Salt Lake, and Mrs. Mary Johnson-Ogden) considerable reorganization and change took place. At the State Board Meeting held April 25, 1933, it was announced that a sifting committee of the Board had received and reviewed applications for the positions of president at Snow and Weber Colleges. Since this was to be the transitional year from Church to State control at Weber College, it was decided that incumbent Aaron W. Tracey should be retained for the 1933-34 school year, but the decision was not made without considerable discussion and debate. Mr. Tracey was quite a controversial figure with his apparent support coming through the LDS Church.²⁰

There is evidence indicating that President Knudsen made application for the Presidency of Snow College for the 1933-34 school year.²¹ For some reason, however, the application was superceded by his announced resignation, made through the sifting committee of the Board, to become effective July 1, 1933. After carefully considering the names presented by the sifting committee for the position of President of Snow College, the Board unanimously approved the appointment of Dr. Ira O. Horsfall at a salary of \$2400.²²

Dr. Horsfall came to the school highly recommended. His educational background included an A. B. Degree from the University of Utah, an M. A.

²⁰ Minutes, State Board of Education, op. cit., April 25, 1933.

²¹ Letter from Charles H. Skidmore, Chairman, State Board of Education, Salt Lake City, Utah, April 26, 1933.

²² Minutes, State Board of Education, op. cit., April 28, 1933.

Degree from Chicago University, and a Ph. D. Degree from Cornell University. His academic interests seemed to be in the mathematical areas since he had taught mathematics at Cornell and held minors in physics, mechanics and economics. He was acclaimed as a man high in character, personality, scholastic standing and was well-trained in education.

Dr. Horsfall's administration at Snow College produced varied reactions regarding his objectives. Some individuals felt he was brought in with the express task of getting rid of the Church influence. Other people speculated that he was to bring in academic excellence. Still others thought of his appointment as a stepping stone to something better and some people thought it was a routine thing. At any rate, his three-year tenure was rather short, and his accomplishments were weighed or acclaimed individually.

There was a considerable amount of reorganization and policy decisions made during that period. Complete inventories of properties and equipment were required; any and all printed matter had to have prior administrative approval. Salary schedules for junior colleges were established. Contracts for purchases could only be made through the State except for a very small revolving fund held at the school for minor supplies. All claims for payment still had to have State Board approval. Athletic schedules were scrutinized and the Board requested that a special spirit of economy should prevail in these activities. Decisions on payments of employee's wages were set at $1/12$ of the annual salary, beginning with school in September, and the balance to be paid at the first of each month thereafter—except that the instructional staff could get the remaining $2/12$ before

July 1 if they so desired. The official length of the school year was established at 35 weeks.²³ Certain nomenclature was officially given members of the staff. The teachers were ranked as Heads of Departments or Senior Instructors, Instructors, and Assistant Instructors. Grades were to be marked A, B, C, D, E without plus (+) or minus (-) signs. Established policy on registration called for registering at some convenient time prior to the opening day of school, or in the evening after school began.²⁴ Special class fees were established, and revisions of standard fees were made. For example, one of the first audit or listening fees (\$5.00 per class) was established for the 1934-35 school year. Late registration fees were invoked, general tuition was raised \$1.00 per year.²⁵

There was a considerable turnover in staff during Dr. Horsfall's administration. Some evidence would point toward a move on the President's part to make certain of these changes, but there were also those members who left on their own volition. President Knudsen and Mary Williamson were notified by the Board of their failure to be reappointed for the 1933-34 school year. Also failing to return for the 1933-34 school year were Emma Sorenson, La Prele Crabb and the head custodian, David Christensen. This constituted a 28 per cent turnover the first year. The following year, William G. Barton,

²³ Minutes, State Board of Education, op. cit., July 15, 1933.

²⁴ Ibid., August 14, 1933.

²⁵ Ibid., March 8, 1934.

Ivan W. Young, Fred Fjeldsted and Vera Gibson were not back. Two years after President Horsfall had assumed office only ten of the original 18-member staff who had come in under state control remained. At the time of resignation, he recommended withholding the contracts of three other instructors until a new President was hired.²⁶

It was during the tenure of Dr. Horsfall that the question of Credit for Teacher Training came up. The senior colleges felt the junior colleges had no right to offer credit for teacher training unless it was taken as upper-division work and offered through an accredited school of education. President Horsfall had to press for an answer in January of 1935 as to whether or not teacher training would be included in the Junior College curriculum.²⁷ At the request of the State Board, Chairman Skidmore held two meetings with representatives of the junior and senior college education departments. The outgrowth of that meeting was the appointment of a special committee to study teacher training institutions and to return with a recommended curriculum for junior and senior colleges. Dr. I. O. Horsfall, and the Presidents of Weber and Dixie College were also members, along with the senior college representatives. Recommendations of the committee resulted in teacher training courses being dropped from the curriculum at the end of the 1934-35 school year at Snow College.²⁸

²⁶ Minutes, State Board of Education, op. cit., May 6, 1936.

²⁷ Ibid., January 14, 1935.

²⁸ Ibid., February 11, 1935.

CHAPTER IV

ERA OF PUBLIC PROMOTION

Why have junior colleges? Many experts have replied to this question with such answers as these: (1) People are demanding them because of their close proximity to the student and community which they serve. (2) A common thought is that education should extend up from secondary training; consequently, a junior college cannot only fill the gap toward a professional goal in a college or university, but it can also become the terminal goal in a vocational program for those students who will not, or cannot go beyond this level. (3) They provide an opportunity for many students to find themselves through a more adequate guidance system and a closer relation between teacher and student. (4) While the general feeling might be that it is less costly to attend a junior college, we should qualify this statement by saying it is less costly to the student directly. Statistics prove in Utah, however, that the cost per lower division student at a junior college is more costly to the taxpayer. (5) Junior colleges do provide more opportunities for leadership. (6) They keep more students closer to home and parental influence which is generally considered good. (7) They are able to attack immediately the local community problems of education and cope with them. These are some justifications sometimes

offered for the junior college movement. We might then ask "How well does Snow College fit these criteria?"

At the end of the 1935-36 school year, Dr. Ira O. Horsfall announced his resignation as President of Snow College to accept a position at the University of Utah. This necessitated the selection of a new President. After carefully reviewing many qualified applicants, the State Board of Education selected James A. Nuttall for this position. His salary was set at \$235.00 per month.¹

President Nuttall was a member of a large family of educators. He had worked his way through school, much of which was done after his marriage. As a young man he had helped to support the family while his father served a foreign mission for the LDS Church. He and his wife, Leona, reared a family of four boys and two girls. He had been a successful teacher and public school administrator, having served as a superintendent of the Emery County School District for six years prior to his leave of absence which took him to the University of California at Berkeley where he was working toward his Doctorate degree at the time of his appointment to Snow College. He had previously completed his B.S. and M.S. degrees at Brigham Young University. He was described as a man of great vision, an inspiration and wise counselor to students and staff, and had the outstanding ability to understand his fellow men. The 1952 Snowonian paid him this tribute:

¹Minutes, State Board of Education, op. cit., December 16, 1935.

During fifteen years of State administration, a master architect, possessing undaunted leadership, projected the expansion of the blue prints for Snow College as a campus and as a center of service to communities and to Builders (students)²

President Nuttall came upon a campus comprised of two buildings, generally in poor condition. The campus was not attractive; furnishings and equipment were meager. The staff was, and had been, underpaid, even below the salary paid to instructors in the public high schools. There was little chance through local support to raise money, and the State Legislature had grudgingly given support during the past three years. Still this man of vision, and by some individuals considered a "Master Architect," set out on a trail of promoting and building a junior college.

President Nuttall had passed the first hurdle by convincing the Board he could do the job asked of him. Throughout his fifteen years under this Board, he apparently enjoyed good relations as was attested by the advancements in salary, the Board's willingness to hold regular meetings on the Snow Campus whenever they were requested to do so, and their support of his recommendations. The author found only three major items recommended by the President which the Board rejected throughout that period of time.

The matter of staff support, under such trying circumstances might have been a problem, for at the time of his appointment all of the staff members had been selected for the coming year except for the three members whose

² Snowonian, College Yearbook (Ephraim, Utah: Snow Junior College, 1952).

contracts President Horsfall had recommended holding up until the new President was selected. President Nuttall immediately gave these three members a vote of confidence and they remained with the school until their retirement. It seems that the new President had the following philosophy: "I will not ask of my staff anything I would not do myself." "Staff", in this instance, included the cooks, the farm employees, and the janitors. The author observed personally that it was not uncommon during slack hours in the summer to find the President pitching hay on the farm or extending his daylight hours to include weeding or trimming around the campus.

This feeling of cooperation fostered a desire within the staff and students to carry out special projects within the school. Evidence of this was found in such projects as the donation of funds and labor in order to procure the site of the athletic field located at second east and third north streets in 1940. Another project was the donated labor in 1942 to tear down and haul the old CCC camp buildings from the top of Fairview Canyon to the college farm. (Some of these buildings are still in use.) There were other projects including small cement jobs, landscaping, and painting. One very important cooperative effort initiated by the President was that of involving the staff in proselyting students without receiving extra compensation and remuneration for travel expenses.³

³Interview with Lucy A. Phillips, A former teacher, Ephraim, Utah, May 1963.

An advantage generally attributed to small school environment, is that it is much easier to become acquainted with the student body. Realizing the importance of knowing his clientele the author personally observed that President Nuttall seemed quite successful. He made a special effort to know something about each student and was able to call the majority by name. He was often observed in the halls talking to students during class breaks. He seemed to be counseling continuously. His most often spoken word as he greeted the new students each fall in assembly was, "my door is always open to you students no matter the hour, or the circumstance." With this attitude, he was able to sell himself and his ideas to the student body.⁴

The same characteristics which endeared the President to his colleagues and students carried over into the community life. Knowing the importance of religion to this area, and in all probability having a religious desire of his own, he always took an active part. Indicative of this he was given the Honorary Master M-Men Pin which signified the exceptional work he had done with the youth of his church. A similar tribute was paid him by the local junior high school which traditionally honors the outstanding citizen of Ephraim each year by presenting the symbolic "lighted candle" at a special public gathering just prior to

⁴Authors own personal observations in working with President Nuttall.

Christmas. His participation in and with civic, church and community leaders provided the avenue for his widely regarded success and purportedly, for the growth of the college.

Two major buildings were all that were available when the State took possession of the College. Because of the depression and lack of funds, the campus, buildings, furnishings, and equipment were in poor condition. One of the first ten projects under the State Emergency Committee's public works program in 1934 was for remodeling and campus improvements at Snow College. This included planting and renovating of the Main Building, inside and out; moving, enlarging and modernizing the laboratories; installing a new floor in the lower hall; install a complete new lighting system throughout the building; improving the efficiency of the heat plant by installing better tunnel insulation; a new coal bin; relocating the registrar's office and modernizing other offices. This project carried an appropriation of \$15,500.⁵ This project was just one of several major remodeling jobs that went forward in the Main Building. A few other major changes concerning this structure were as follows: (1) In 1945 the faculty and alumni led a move to officially name this edifice the "Noyes Building" after former President Newton E. Noyes who directed the college during the years 1892-1921. (2) In 1948 the library was moved from the third floor to the second floor and placed on the south side of the building. This

⁵ Ephraim Enterprise, op. cit., Vol. XLV, August 25, 1933, p. 1.

also provided for the first Student Lounge on campus, some Student Body Offices, a Faculty Room, and Little Theatre. The move was brought about when the old gymnasium was remodeled into a Science Building, permitting physics, and biology to be taken out. (3) In 1950 a non-commercial educational F.M. Radio Broadcasting Station was installed on the bottom floor of this building.

One project which received considerable publicity was that of an Archeological Museum which had its founding in 1936 under the primary sponsorship of Dr. Horsfall and Dr. E. R. Smith. Mr. Smith was a teacher and director of the Archeology Department. It was acclaimed as:

the only museum of its kind in the State south of Provo,
and the most complete museum of archeological specimens
in any junior college . . . The museum of archeological
specimens will contribute much in an educational way . . .
The Museum will act as a depository for sociological,
historical, biological, and geological specimens, as well
as archeological materials.⁶

The Museum was housed in an old Presbyterian Church located on the south side of Center Street between First and Second East Streets. Opening inventory reflected in excess of 1000 labeled and classified specimens. The Museum only operated for the one year prior to Dr. Smith's resignation.⁷

⁶Snowdrift, op. cit., Vol. 1, September 23, 1935, p. 1.

⁷Ibid.

The abatement of the "Great Depression" was influenced considerably by projects under the Public Works Administration. Dr. Horsfall had already unfolded before the Board a building proposal to house some vocational training in the areas of automotive technology and woodworking. The original application had been approved and submitted to the federal government for funding at the time President Nuttall was appointed. Ephraim City had agreed to procure a site near the college for this project. Funds for construction were to come as a joint venture from the state and from the federal government as a PWA project. The total estimated cost was \$20,000. The project was actually approved in Washington D. C. October 23, 1936. The site was procured from Mr. P. M. Peterson for a reported amount of \$1,800. Construction on the building was completed in time for the beginning of the 1938-39 school year. The building size was sixty feet by one hundred feet.⁸

With this new building came an addition to the curriculum. A new department of Trade and Industrial Training was begun in September 1938. There were four primary courses that could be followed under this new program.⁹ See Appendix #G for details.

1. Auto Service and Repair (including body and fender).
2. Building Trades.
3. Business Administration.

⁸Ephraim Enterprise, op. cit., Vol. XLVI, September 4, 1936, p. 1.

⁹Minutes, State Board of Education, op. cit., June 21, 1938, p. 266.

4. Office Practice.

The Automotive and Building Trades programs were initiated on a clock-hour basis with the understanding that this credit could not be transferred to meet the requirements for advanced degrees in colleges or universities. Business Administration and Office Practice programs were scheduled on an academic quarter-hour basis, and certain of these courses could be used as transfer credit should a student go beyond the vocational or terminal program originally selected.¹⁰

There was another transformation in the school which took place during the first years of the Nuttall Administration. Loss of the training school and eventual reduction in the Education Department curriculum had not changed the fact that Snow College was still housing some of the public school elementary grades. The new President saw some disadvantages to this appendage and began immediately to take steps for their removal. He was aware, through his educational experiences, that there had been a move in many states to establish the commonly known 6-4-4 public educational program. That is, where the elementary grades extended through the sixth grade; the seventh, eighth, ninth and tenth grades composed the junior high school, and the eleventh, twelfth, and first two years of college were known as the program of the four-year junior college.¹¹

¹⁰See Appendix G.

¹¹Personal interview with J. Orin Anderson, former Registrar and Treasurer, Ephraim, Utah, May 1963.

Through the encouragement of the State Board of Education and the direct assistance of Board Member A. J. Ashman of Richfield, President Nuttall set out to make a change. It seems that Nuttall's thinking paralleled that of Superintendent Leland Anderson of the South Sanpete School District. With the aid of Superintendent Anderson and certain of the local school board, mass meetings were scheduled and the patrons of the school district were converted to the idea that the eleventh and twelfth grades of the Ephraim High School should replace the elementary grades at Snow College. The change was effected with the 1937-38 school year. Contractual arrangements between the State Board of Education and the South Sanpete School District were worked out. It was agreed that the general responsibility for, and supervision of, the high school students would still rest with the local school board. The college President and the local Superintendent were to work cooperatively toward that end. The increased enrollment brought with it additional teaching and administrative staff.¹²

While church and state had gone their separate ways according to law, the LDS Church, former owner and operator of the college, was concerned that the spiritual aspect of student's lives should not be neglected. Through the joint efforts of all LDS wards in the Sanpete Stakes, a fund raising program was launched toward the eventual

¹²Minutes, State Board of Education, op. cit., april 1, 1937.

completion of an LDS Institute of Religion to be located near the college.¹³ Customarily the LDS Church constructs the type of building on a matching basis financially. That is, part of the funds must be raised locally, and part will come from the Church direct. This was no exception. Great efforts were made throughout the County to raise the local portion, but the majority of the finances eventually came from the three Ephraim wards. This building was completed and ready for use during the fall quarter of the 1937-38 school year. It was located on the southeast corner of the intersections of Center Street and First East streets. With this new facility, the predominantly LDS student body had at their disposal a beautiful building in which they could pursue their spiritual education. Students of other faiths could also attend sectarian and non-sectarian classes there if they desired.

In promoting these projects, it was observed that the Administration used local citizens in an effort to tie the college and community closer together. Their objective was one of obtaining more public support.

During the 1937 legislative year the Ephraim Lions Club, under the leadership of President Eldon Frost, was organized in an effort to gain greater financial support for the school. They called a number of public meetings which eventually led to the establishment of the following committees.¹⁴

¹³Ephraim Enterprise, op. cit., Vol. 45, August 28, 1936, p. 1.

¹⁴Ephraim Enterprise, op. cit., Vol. II, January 1, 1937.

1. Committee for increased appropriations.
2. Committee for 3-year normal work.
3. Committee for increased agriculture and mechanical arts instruction.

Each committee presented its case before various legislators and other interested groups. The amount of increase requested in state appropriations was \$50,000 to \$70,000. The outcome of this cooperative effort was apparently fruitful because the appropriations did go up sharply and it set the stage for the agricultural program discussed later in this chapter.¹⁵

Many of those same citizens who worked with President Nuttall on the special Lions Club Committees were also called upon to help defeat another effort, in the 1937 Legislature, to establish seven junior college districts in the State. Each district was to provide one-half of the financial support for its college. This issue was again promoted by a "Committee of Nine" which had previously been appointed to study state finances and possible retrenchment.¹⁶ The issue never gained enough momentum to become a serious threat in this legislative session, however as attested to by state statistics.

On November 5, 1938, Snow College celebrated its fiftieth anniversary. An editorial in the Ephraim Enterprise eulogized past

¹⁵Ibid.

¹⁶Ephraim Enterprise, op. cit., Vol. XIV, January 22, 1937.

accomplishments of the school and then proceeded to scorch the people for lack of support and publicity.¹⁷ This article was published just prior to another special effort launched by the Administration to obtain more financial support for the operating budget as well as for more building funds. Again, through the efforts of the Ephraim Lions Club, more mass meetings were called. Attempts were made to purge the minds of local legislators of any ill will toward the school. Local patrons urged local representatives to pledge their support for the College. President Nuttall presented his justification of the money requested (\$185,254) for a major building and remodeling program. In a large meeting with Sanpete County Legislators and Community Leaders, President Nuttall said:

Present conditions at Snow College are a disgrace to a state institution. We have a good chemistry department, but lack equipment in every other department . . . Our remodeling program is realistic and everyone knows the need for a heat plant, gymnasium and auditorium. There is no need for an apology in asking the state to undertake this building program.¹⁸

President Nuttall also told the group that Governor Blood had expressed himself as being favorable to the building program, and the State Board of Education had given their unanimous approval. However, there had been

¹⁷Ibid., Vol. XXXI, May 20, 1938.

¹⁸Ephraim Enterprise, op. cit., Vol. IX, December 13, 1938.

warnings dropped by Legislators and State Administrative heads that such an ambitious program would be hard to sell because all schools and other state departments were making such heavy requests. The original appropriation bill carried a recommendation of only \$40,000 for Snow College buildings. Through the persistent lobbying efforts of local citizens, and political maneuvering by the Sanpete Legislators, the amount was raised to \$67,000 and was passed by the Legislature. However, the Governor vetoed the \$67,000 appropriation to Snow College, he also vetoed \$100,000 to Weber College and \$10,000 each to B.A.C and Dixie Colleges along with a bill which would have authorized the establishment of junior colleges at Richfield and Roosevelt.¹⁹

Failure to obtain requested building appropriations during the previous legislative session apparently did not dampen the spirits of Snow supporters too much because the same basic request was made to the 1941 Legislature, with slight moderation of figures. A bill for \$100,000 in buildings and repairs at Snow College was introduced in the House early in that session. This bill was later withdrawn however, when the new Governor, Herbert B. Maw, requested that all major building bills be reviewed at a special session of the Legislature to be called later in the year. The Governor did support and later sign a bill appropriating \$25,000

¹⁹Ephraim Enterprise, op. cit., Vol. IX, December 13, 1938.

to Snow College for a new heat plant. This was done during the regular session of the 1941 Legislature.²⁰

Governor Maw called two special sessions of the Legislature during 1941. At the second special session which convened on May 19 and adjourned on June 12, the general appropriation bill carried, among other items, an amount of \$500,000 to be used under the direction of the Governor for state buildings. From this fund, Snow College was allocated another \$22,706 to go with the \$25,000 already appropriated. This was to become the state's portion of a contract to construct a heat plant and gymnasium. A grant of \$51,139 was to come from the Federal Government because construction was to be done as a WPA project. Official approval of government funds came in July 1941.²¹ A ground breaking ceremony was held September 10, 1941 with such people present as Architect Lorenzo Young, Building Board Supervisor R. K. Brown, WPA Engineer H. J. Blake, former President Newton E. Noyes, Mark Nichols who represented the State Superintendent and State Board of Education, Representatives Ray P. Lund and John L. Bench, City and County Officials and other guests. Construction began immediately under the direction of Mr. Hyrum Paulson, a local builder.²²

²⁰State Laws of Utah: Regular Session for 1941 (Bountiful, Utah: Inland Printing Company, 1941), p. 227.

²¹Ephraim Enterprise, op. cit., Vol. XL, July 24, 1941, p. 1.

²²Ephraim Enterprise, op. cit., Vol. XLVIII, September 12, 1941, p. 1.

Construction went forward at a rather slow pace. It was not until August 1942, that two 125 H. P. boilers were placed in the heat plant.²³ On January 12, 1943, federal work on the building was stopped with the demise of WPA. The windows and doors were in the building, but not the floors. The felt roof was not complete, but would be under the existing contract. The heat plant was not finished at this time, but there were enough funds left to let a separate contract on this phase of the project.²⁴ A contract was let May 3, 1943 for the demolition of the old heat plant and the completion of the new one. The heat plant work was completed during the summer months, but the advent of World War II forced the College to lock the partially completed gymnasium building until the war was over. It was not until 1946 that building activity was renewed. On January 15, 1948, the building was officially dedicated before a large crowd. Governor Herbert B. Maw was the principal speaker. Wm. G. Barton, a former Snow College teacher gave the dedicatory prayer. Other noted officials present were Secretary of State Heber Bennion and State Superintendent E. Allen Bateman.²⁵ The new gymnasium included a basketball court 70 x 100 feet, a handball court 20 x 40 feet, a recreation room 38 x 50 feet, office and dressing room space for both men and women. There

²³Ibid. , XLIV, August 7, 1942, p. 1.

²⁴Ibid. , XV, January 15, 1943, p. 8.

²⁵Ibid. , XIII, January 16, 1948, p. 1.

was a foyer with public restrooms in the front of the building. The heat plant was located beneath the handball and recreation rooms at the east end of the building. This became the second major building after Snow College came under state control.

As a result of preliminary planning and organized public support, primarily through the Ephraim Lions Club, another project was promoted as early as 1937.²⁶ This was a move to expand the curriculum in agriculture. The result of this effort and other to follow did not reach fruition until 1941. Realizing that Snow College was located in one of Utah's rural agricultural sections, and that agriculture was the basic industry of this section, President Nuttall had taken steps through the State Director of Vocational Education, Mark Nichols, to study the possibility of expansion. They reviewed vocational agriculture as it was being carried on in other states and made their first official report and request to the state Board of Education January 7, 1941. The basic request as presented by Mr. Nichols was summarized in one sentence as follows:

We desire to place before the Board a proposal to organize terminal courses in Agriculture and Home Economics at Snow College.²⁷

At the conclusion of the report the Board took unanimous action to approve President Nuttall's recommendation. The personnel to staff these programs

²⁶Ephraim Enterprise, op. cit., Vol. XVIII, February 19, 1937, p. 1.

²⁷Minutes, State Board of Education, op. cit., January 7, 1941.

was also outlined by the President.²⁸ He explained that the Home Economics teacher could be employed without additional cost because Miss Fern Young was taking a leave of absence from the English Department and he would replace her with a Home Economics teacher. Agriculture would require an additional instructor. He also explained the need for state assistance in obtaining a farm site, dormitories for student trainees, and farm outbuildings. This assistance was to be sought from the 1941 Legislature.

This new venture was different from anything then established in the state.²⁹ It was aimed at enticing posthigh school future farmer graduates who did not want four years of college training, but rather, who wanted to go directly back to the farm. It was intended that a boy would buy or bring a livestock or poultry project to the college farm and raise it to the time of harvest, keep accurate records, and study the problems of this and other projects through direct work and coordinated instruction. The boy was scheduled to live in a dormitory located on the farm and actual instruction would be carried out there. It was intended that such farm produce as eggs, milk, butter, meat and vegetables produced on the farm could be used by the boys at the dormitory. Profits derived on projects would be pro-rated to the student and the college. Definite effort would be made to encourage the student to return to his respective community where he should

²⁸Ibid.

²⁹See Appendix H.

then become a better citizen. People accepted the plan and support was wistfully sought. Mr. Sam Gordon was eventually employed to give leadership and supervise the program.

An eleven-man committee representing Snow College met with Governor Maw in March of 1942 to solicit financial support in order to procure a farm site to support the agricultural curriculum which had previously been approved by the State Board of Education. On or about April 1, Governor Maw called President Nuttall indicating he had approved the petition of the eleven-man committee, and that he was setting up \$8,000 to procure the recommended 35-acre tract of land north of the football field.³⁰

The President immediately called for public support by way of donations. One of the first things he did was to seek cooperation in establishing a small purebred rambouillet flock of sheep. One of the first donations was from the Farm Markets and Trade Relations Incorporated. This became the source of funds for one of the first purchases, a purebred stud ram from Seymour E. Christensen of Ephraim. This movement became somewhat contagious as many individuals and companies began to donate everything from cash to milk buckets and to the finest registered livestock to be found in the area. A banquet was held February 1, 1944, to honor contributors to that date. Mr. H. C. Shoemaker, who was Salt

³⁰Ephraim Enterprise, op. cit., Vol. XXVi, April 3, 1942, p. 1.

Lake Division Manager for Sears Roebuck and Company, presented a check for \$5,500 from his company. When asked to respond, he said, "This check is an investment, not a gift. Our prosperity coincides with the prosperity of the farmers in the state of Utah."³¹

In representing Farm Markets and Trade Relations Incorporated, Dr. Seth Shaw said,

The emphasis of this project is new in the state of Utah in that it educates boys back to the farms and is stressing profitable farm techniques applicable to rural Utah.³²

Other donors and their contributions were listed as follows:

Western Creamery Co., Monroe, a purebred two-year-old jersey heifer; Mr. H. E. Parker, of Joseph contributed a yearling purebred jersey bull. Each of the following contributed one purebred Rambouillet ewe: Rodney Christensen, Adin Nielson, James Olsen, George Beal, Clayton Peterson, Bill Olson, of the John K. Madsen farm; Rambouillet lambs were contributed by the following: Ruel Christensen, T. L. Thomson, Wells Thomson, all of Ephraim; Crossbred lambs were contributed by the following: P. C. Peterson, Jr., gave two, Wells Thomson gave one; both men are of Ephraim: Purebred Columbia ewes were contributed by Alden Barton from Manti. S. P. Nielson & Sons of Nephi loaned the college fourteen choice sulfolk ewes on a profit sharing program in order to start a Sulfolk herd. H. D. Anderson, Manager of the local creamery, contributed a large milk strainer and milk pads. Lyman Willardson contributed one of the new heavy milk pails. Mr. Emery Davidson contributed a truck to bring the Sulfolk sheep from Nephi; Hyrum Paulsen contributed three

³¹ Snowdrift, op. cit., Vol. XX, January 27, 1944, p. 1.

³² Ibid.

days work. Several men have given their time to help to erect buildings on the farm.³³

The interest shown by so many people gave Mr. Sam Gordon, director of the farm, an opportunity to move about the high schools, F. F. A. groups and other agricultural organizations of the state promoting the program.³⁴ The program was instituted in the fall quarter of the 1943-44 school year.

The farm supervisor, and others, expressed concern that 35 acres of land was not enough to accomplish their goals. They also felt a need to procure some land near the state highway so they could attract interest to their project. Consequently, they leased approximately five acres of land from Ephraim City, in April of 1943, for a period of 25 years.³⁵ A group comprised of President Nuttall, Mayor Lyman Willardsen, Senator Ray P. Lund, Welfare Commissioner Sophus Bertelson and J. S. Christensen approached the Governor that same month for funds to procure another 25-acre plot of ground located between the state highway and the existing 35-acre plot then owned. They received every assurance from the Governor that he regarded their request favorably if funds could be found to grant it. Later that same month, a call from the Governor's office indicated that \$5,000 had been set up to procure the 25-acre plot owned by

³³Snowdrift, Ibid.

³⁴Letter from James A. Nuttall, Former President of Snow College, Sepulvida, California, on May 4, 1963.

³⁵Ephraim Enterprise, op. cit., Vol. XXXIX, April 23, 1943, p. 8.

James Rasmussen .³⁶ The transaction was soon consumated and Snow College then owned a 60-acre farm plus the five acres they were leasing from the city.

Additional contributions continued to come to the school because of this project. The Bank of Ephraim contributed another jersey heifer valued at \$250; two purebred, yearling heifers were donated by Joseph Nielson & Sons of Ephraim and Kemp Robinson of Emery; \$100 in cash from Ephraim Creamery to help establish a milk pasteurization plant;³⁷ the Snow College faculty made a generous contribution of hours spent in dismantling an old Civilian Conservation Corps Camp located at the top of Fairview Canyon and in reassembling portions of it for buildings at the new college farm in Ephraim.³⁸ Apparently there were other contributions from whom there was no accounting.

The only phase of the program as originally outlined which did not get underway was a dormitory for the students. For some unexplained reason, the State Board of Education turned the President down on that phase of the proposal. While the project, as a whole, did add to the overall curriculum of the school, some of those interviewed

³⁶Ephraim Enterprise, op. cit. , Vol. XXXVII, June 18, 1943, p. 1.

³⁷Ibid. , II, October 13, 1944, p. 8.

³⁸Ibid. , L, September 18, 1942, p. 5.

felt it never developed as originally planned. College catalogs reveal that the program eventually evolved into more of an academic training course for those students going on for advanced degrees at the state colleges and universities.

Most of the projects discussed heretofore took place prior to or during World War II. This world conflict brought an end to the "Great Depression," though some of the depression abatement programs were still carried on in colleges and universities after we officially declared war against Japan, Germany and Italy in 1941.³⁹ Our countrys entry into that world conflict contributed to a dislocation of normal school work.

The uncertainty and confusion created by World War II was reflected in the administration of the college program. President Nuttall's closing message to the students in 1943 expressed the sentiments most commonly found.

This has been a year of anxiety and unrest, a year of difficulties and problems . . . You have met the challenge well. As we part at the close of this critical year, we go into a realm of uncertainty. What the future has in store for us no one knows. Many of the boys will be taken into the armed forces. To them we sincerely wish the richest blessings of Heaven to attend them, that the sacrifices which they will be asked to make may not be too extreme, and that out of their experience will develop a sense of pride and patriotism that they did their duty in answering the call of their country.

³⁹Universal Standard Encyclopedia (1955), p. 9311.

To those of you who find employment in civilian walks of life, may the summer bring you joy and satisfaction, and may the close of the summer season find you sure that you have done your best to hasten the day when those who leave will be able to return with a job completed and the position of freedom and liberty again sustained.⁴⁰

The profound changes occasioned by World War II had their effect on all college student bodies across America. With the enactment of the Selective Service Act in 1940, it became apparent that college age men could and probably would soon be called into service. This immediately caused some young men to enlist, while others abandoned their college plans and sought employment while awaiting their country's call. A comparison of fall quarter enrollments at Snow College reflected the changes which took place.

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Total</u>
1940-41	160	91	251
1941-42	95	78	173
1942-43	40	11	51
1943-44	13	43	67
1944-45	17	53	70
1945-46	19	69	88
1946-47	199	80	279

⁴⁰Snowdrift, op. cit. , Vol. XIX, May 14, 1943, p. 1.

During the spring quarters of the 1943-44 and 1944-45 school years, there were, respectively, only 8 and 7 full-time male students enrolled. The N. Y. A. program suddenly lost its' appeal, consequently certain federal funds were not expanded.⁴¹

Though the United States did not declare war until December of 1941, she was in an active build-up and preparedness program earlier. In an effort to keep pace with world events, the college was represented at a meeting, early in July, with other colleges and vocational schools to consider the demand for skilled labor required for the preparedness program. Tentative courses in lathe operation, drill press operation, milling machinery, sheet metal, welding, electrical work, gas engine service and repair, aviation sheet metal work and blacksmithing were suggested. Since the college was not equipped to properly teach all of these courses, attempts were made to concentrate on electrical work, welding, woodwork and gas engine service and repair. In order to teach welding, special equipment was provided from outside sources.⁴²

In August of 1940, President Nuttall applied to the Civil Aeronautics Commission for permission to teach courses in aeronautics. The proposal limited the number to ten students each quarter, one of

⁴¹Snow College Statistical Reports.

⁴²Ephraim Enterprise, op. cit., Vol XXXVIII, July 5, 1940, p. 1.

which could be a girl. The ground courses were to be carried on at the Snow Campus, while the flight training would be taken at the Mt. Pleasant airport, some fifteen miles to the north of the college.⁴³ The airport had just been completed as a W. P. A. project. After careful consideration, the Aeronautics Commission gave its approval. The only drawback seemed to be the distance from the school to the airport. This inconvenience later proved to be an asset for the cities of Ephraim and Manti because it opened the door for the development of the Manti-Ephraim airport. Mr. Joe Bergen, State Director of Aeronautics, indicated an airport could be built with N. Y. A. and W. P. A. labor if the two cities would provide the land. Through their joint efforts, land was procured midway between the two municipalities. Construction was initiated early in 1941.⁴⁴

This program was one of 214 carried on in junior colleges across the United States during the 1940-41 school year. Approximately 5000 civilian pilots in the 148 junior colleges successfully completed their training courses in the 1939-40 school year according to Walter C. Bells, Secretary of the American Association of Junior Colleges.⁴⁵ The program

⁴³Ibid., XLV, August 29, 1940, p. 1.

⁴⁴Ephraim Enterprise, op. cit., Vol. XXXIII, June 6, 1941, p. 5.

⁴⁵Ibid., XI, November 29, 1940, p. 1.

seemed popular at Snow College, and each quarter's quota was filled through the 1941-42 school year. The program began to dwindle in the 1943-44 school year, and gradually it died out as the war progressed.

Emphasis in many of the classes changed during the war. In the words of President Nuttall he said,

Emphasis in such classes as math and the sciences was changed to meet the needs of women students such as Household Chemistry, Physics for Women, etc. . . . The catalogs might not reflect these titles, but this actually happened.⁴⁶

The great decline in enrollments forced changes in the staff. In President Nuttall's communication to the author, he indicated that having the two years of high school with the college provided a stabilizing influence on the student body and faculty than would have been possible without them. The State Board of Education recognized a need for changes, and in an effort to meet the emergency, they adopted the following policy for junior colleges and high schools of the state concerning curriculum and staff:

1. Saturday school for those desiring it.
2. Summer school according to demands.
3. Special subject adjustments for those whose guidance program indicates that they are capable of taking special subjects.
4. Continuation programs and special subjects, day or night, for those who are capable and desirous of them.

⁴⁶Letter from Director James A. Nuttall to the author, May 4, 1963.

5. Promotion on the basis of aptitude and accomplishments.
6. Organization of courses into uniform and rather short short units so that students may enter at the beginning of any unit.
7. Provisions for students for making up lost school time because of outside work.
8. Reduce to minimum, the number of holidays that may take students away from their regular school work.
9. Organized classes to stress emergency needs.
10. Point out extra-curricular activities toward moral building and extra defense activities, such as safety, knitting, Red Cross, etc.
11. Teachers leaving the teaching profession should be paid for their service based upon the ratio of that time served to the time they would have served had they remained in the profession throughout the year.⁴⁷

Snow College received permission to teach school on Saturdays in order to shorten the quarter and thus provide extra time for war production. The State Board delegated authority to junior college presidents, under the direction of the State Superintendent, to make faculty reductions in such a way as would minimize any damage to the institution.⁴⁸ This authorization immediately brought a communication from the Governor to the State Superintendent which outlined his views:

Dear Superintendent,

In my opinion, it would be very unjust to discharge faithful teachers of the junior colleges at this time because of a probable shortage of enrollment. I am sure you will agree with me that security of employment

⁴⁷Minutes, State Board of Education, op. cit., February 6, 1942, p. 584.

⁴⁸Ibid., March 6, 1942, p. 598

is one of the most vital interests of the college profession. I recommend, therefore, that rather than to permit presidents of junior colleges to discharge members of their faculty because of decreased enrollment, a policy be adopted whereby leaves of absence are granted to those who desire one and are able to obtain defense work, on the understanding that they will be given their positions back at the end of the emergency; or, wherein those schools who can afford to, can grant sabbatical leaves.

I should appreciate it very much in case this meets with your approval, if you would notify your junior college presidents not to discharge any faculty member until this recommendation has been given careful consideration by your office and by me.

With kindest personal regards.

Sincerely,

signed Herbert B. Maw⁴⁹
Governor

The State Board hastened to accept the Governors recommendation and also to grasp an opportunity to seek more funds to support junior college instructional salaries. This effort failed so far as Snow College was concerned. Between July 1, 1940, and June 30, 1943, the following staff members were granted leaves of absence: Eldon Brinley, J. R. Stansfield, H. R. Christensen, Fern Young, A. Russell Gray.⁵⁰ All of them returned to teach at a later time except Eldon Brinley who accepted an athletic directorship at a larger college in Texas.

⁴⁹Ibid., April 3, 1942, p. 603.

⁵⁰Ibid.

The primary effect on the student body was one of adjusting the social activities of the school. Inter-collegiate athletics was limited to basketball only in 1942-43. There were no inter-collegiate athletics carried on during the 1943-44 and the 1944-45 school years. These curtailments were the result of little or no male enrollment. For the same reason, many other activities were either dropped, curtailed, or altered to meet the occasion. Dances, in general, were curtailed except for an occasional matinee in which case some ingenious idea evolved such as making "Dream Men" out of half the girls, or a "Polygamus Dance" where the few boys were disturbed equally among the girls. Even the male members of the faculty were kept busy dancing.⁵¹

One of the changes in student affairs was the election of officers. There were three girls elected to the office of student body president during the years 1943-44, 1944-45, and 1945-46. The only boy to hold an office in 1943-44 was the activity agent.

Miss Jean Hulme (Manti), Miss Elayne Thomson (Ephraim, and Miss Barbara Alder (Manti) served respectively in this office. These are the only girls ever to hold the office of student body president at Snow College so far as the records show.⁵² President Nuttall praised each girl for her work, and indicated that school spirit was above normal

⁵¹Letter from Director James A. Nuttall to the author, op. cit., May 4, 1963.

⁵²See Appendix I.

There were other efforts made at Snow College to fulfill responsibilities and adjust to the trying times. One effort was the training course for employees of the parachute plant located at Manti. This course, along with others in electricity, welding, automotive and woodwork, caused Snow College to be ranked fourth in the state among institutions of higher education doing the most toward aiding the war's cause.⁵³

It was during those times that the faculty of Snow College introduced the first "Institute of Community Living", on February 25, 1944. This day was set aside for Instruction, recreation, and exchange of ideas in which Snow College acts as host to adults from Sanpete, Sevier, Juab, Wayne and Emery Counties.⁵⁴ This program was particularly popular during the early years of its inception, and many noted people were brought in as resource personnel.⁵⁵

Another major transformation, nearly as large as the one caused by World War II, came over the institution as the war came to an end. The relaxing or canceling of wartime restrictions and the ever-swelling of returning veterans, brought on added problems.

The years 1945-46 and 1946-47 were years of transition from war to peace. The fall quarter enrollments indicated a 205 per cent

⁵³Minutes, Board of Education, op. cit., September 4, 1942, p. 619.

⁵⁴Ephraim Enterprise, op. cit., Vol. XX, February 18, 1944, p. 1.

⁵⁵Ibid., XVII, February 14, 1947.

increase.⁵⁶ This posed a serious problem financially, because the Legislature had appropriated funds for the 1945-47 biennium primarily based upon fall quarter enrollments of the 1945-46 school year. Help came from the G. I. Bill of Rights which provided money to the school on a cost per credit hour basis. This partially offset the great shortage of funds necessary to effectively run the program. Conditions giving rise to problems were an undermanned staff, crowded classrooms, and housing for veterans, many of whom were married.

The building and classroom crisis was not solved until 1949. As soon as the war ended, special funds from the state were provided to complete the new gymnasium which had been partially completed when work was stopped in 1943. The gymnasium was officially dedicated in 1948.⁵⁷

With physical education and inter-collegiate athletics moving into a new home, the change provided a possibility for expansion in the old gymnasium. President Nuttall, in connection with the physical science personnel - Dr. H. R. Christensen, Francis Gurney and Rulon Peterson, and the biological science teacher, Howard Stutz - outlined a proposed remodeling plan, with an eye toward making the old gym into a modern science building. An initial appropriation of \$40,000 was made available through the State Building Board in 1947, but it soon became apparent that

⁵⁶ See Appendix M.

⁵⁷ Ephraim Enterprise, op. cit., Vol. XII, January 16, 1948, p. 1.

the work could not be completed for this amount.⁵⁸ Further funds were sought by the college, and an additional \$20,000 was made available.⁵⁹

The old gymnasium-science building remodeling program began in July 1948. The contract in the amount of \$45,758 was awarded to a Mr. Woody Stevens of Murray, Utah. The remodeling called for tearing down and re-building the entire west end of the building, including a new entrance. The old circular track, was removed and provisions were made to provide for a two-story structure. The roof detail was left essentially in its original state except for alterations which were essential to ventilate chemistry, physics, and biological laboratories. The ultimate program provided for a chemistry lecture room, and a physics laboratory on the south side of the lower floor. There was a large chemistry laboratory, and a small physics lecture room on the north side of this floor. Office and storage space to accommodate these instructional areas was also provided. The second floor was to house biological science on the west end. There was a small agricultural lecture-laboratory room on the northeast end, and an engineering-drafting room on the southeast end. Similar office and storage areas was also provided to accommodate these areas of instruction.⁶⁰

⁵⁸Ibid., XLIII, August 15, 1947, p. 4.

⁵⁹Ibid., XXVII, April 23, 1948, p. 1.

⁶⁰Ephraim Enterprise, op. cit., Vol. XLI, July 30, 1948, p. 1.

This project moved slowly under the original contractor, and it soon became apparent to the State Building Board that this contractor could not fulfill his obligations. The outgrowth was the completion of the project by force account. The Building Board employed Mr. Hyrum Paulson of Ephraim to supervise the remaining portion of the construction.⁶¹ Because the project had been bid so low, and because it had to be completed on a force account, there were many short cuts taken and some cheap materials used. Despite these problems, the building when completed was modern and functional, though quite expensive for future maintenance. Special funds from the administrative budget had to be used in the ultimate completion of this project.⁶²

Shortly after World War II, the U. S. Government made an important building contribution to the campus. It was a cafeteria building which had been used at the Japanese Relocation Center west of Delta, Utah.⁶³ In April 1947, this building was moved (in sections) to the Snow College campus. It was approximately 25 feet wide and 100 feet long, and was furnished with electric stoves, refrigeration, sinks, service counter, water tank, warm air furnace, and certain cooking utensils and dishes. It was considered to be adequate for the temporary needs of the college

⁶¹Letter from Director James A. Nuttall to author, Sepulveda, California, May 4, 1963.

⁶²Minutes, State Board of Education, op. cit., April 1, 1949, p. 1738.

⁶³Minutes, State Board of Education, op. cit., April 4, 1947, p. 1454.

until a new and more permanent structure could be built. The structure was placed upon a cement foundation and floor which had been supervised by Mr. Hyrum Paulson, a local building contractor.⁶⁴

The Snow College staff and student body made another important contribution to the campus when, in 1940, they raised enough funds to procure the site of the athletic field located at third north and second east street.⁶⁵ The total area procured was approximately 8 acres. It was large enough to provide play areas for football, baseball and track. Ten carloads of cinders was delivered by the Denver & Rio Grande Railroad Company in April 1942. State appropriations, in 1950, provided funds for a chain link fence and lighting for the football and baseball areas.⁶⁶ Bleachers were later constructed of native lumber in 1947.

Housing of students posed a problem at Snow College. To help alleviate this problem, the President procured, under the direction of the State Board of Education, an old Presbyterian Church site where the Snow College museum previously had been housed. Approval was given by the Board at the November 7, 1939, meeting to proceed with an 8-apartment dormitory to house women students. Estimated cost was listed as \$6,848. The lumber for the building was obtained through N.Y.A. labor

⁶⁴Ephraim Enterprise, op. cit., Vol. I October 25, 1946, p. 1.

⁶⁵Ibid., Vol. III, November 8, 1940, p. 5.

⁶⁶Minutes, State Board of Education, op. cit., January 6, 1950, p. 1849.

along with a grant from the federal government.⁶⁷ The stone for the basement foundation and exterior walls of the first floor came from the old church. The major portion of the labor needed for construction was provided by the students enrolled in the Building and Trades program of the college. Mr. Glen Alexander, as classroom instructor, provided the supervision.⁶⁸

A note concerning old school records was observed in the cornerstone ceremonies held in April 1940.

The cornerstone of the new womens dormitory was laid Monday under the direction of Mr. Alexander.

Records of the school consisting of school catalogues, activities, pictures, of present faculty and student body, history and workers on the building, pictures of buildings, Snowdrift editions, were placed in the same tin box that was placed in the corner stone of the old building in 1880.

Records that were in the box were given to the Presbyterian Church in Mount Pleasant.⁶⁹

(The author notes that while this structure was intended to house women students, it has been used as much or more to house men students, depending upon available housing in the community. The

⁶⁷ Minutes, State Board of Education, op. cit., November 7, 1934, p. 413.

⁶⁸ Ephraim Enterprise, op. cit., Vol. V, November 21, 1939.

⁶⁹ Ibid., XXVI, April 19, 1940, p. 8.

structure was officially named Greenwood Hall in 1963 after Alma Greenwood who was the first principal of Snow Academy.)

On November 5, 1943, the State Board acknowledged a gift of property from Miss Fern Young. It was located at the south of the L. D. S. Institute of Religion and Greenwood Hall. The site was 80 feet wide facing First East Street and 272 feet deep. Miss Young, who was a faculty member of the college at the time, appropriated this as another site for women's housing. Her contribution provided impetus toward a voluntary drive which brought forth donations ranging from labor pledges, to pledges of livestock, to actual cash contributions. It was reported that most faculty members had pledged a full month's salary.⁷⁰

A committee organized various fund raising programs throughout the surrounding communities for housing. Civic clubs and ladies clubs readily contributed their assistance. The student body held various fund raising activities including festivals, raffles, benefit ball games and talent contests. Musicals and plays were sponsored by the music and drama departments of the school. Auctions were sponsored by the Home Economics Department.⁷¹ It was the intent to involve everyone who was sympathetic to the program. The outgrowth of this particular effort brought forth the Snow College Non

⁷⁰ Ephraim Enterprise, op. cit., Vol. VII, November 17, 1944, p. 1.

⁷¹ Ibid., VII, November 17, 1944, p. 1.

Profit Corporation.⁷² This became the legal body to handle all donations in behalf of the college.

By the end of World War II, it became evident that the dormitory drive was not producing enough actual cash to build a housing unit of any size. The demand, however, became acute as the returning "G I" made his appearance on campus. Some relief was provided when the State Board of Education signed an agreement with the Federal Government through the Federal Public Housing Authority for the removal of specified buildings from government property to state properties.

Snow College obtained six housing barracks as a result from the Topaz Relocation Center.⁷³ Miss Young removed the conditional clause in her earlier donated property deed which restricted its use for girl's housing. This permitted the college to erect three of these barrack-type structures on this property. Three others were located at the college farm. In each major building, there were four basic apartments comprised of two bedrooms, a bathroom, a small storage room, and a rather spacious kitchen and living room combination. Each apartment was heated by a large pot-bellied coal stove which often became over heated and caused fires to break out in a number of the apartments. These facilities

⁷²Minutes, State Board of Education, op. cit., January 25, 1946, p. 1263.

⁷³Minutes, State Board of Education, op. cit., March 1, 1946, p. 1279.

were used to house male students, primarily. If there were vacancies beyond the demand of the male student, married couples were permitted to rent. These units proved to be a valuable asset in the growth and development of the school.

In June of 1948, the Snow College Non-Profit Corporation took part of its available cash to procure a large brick home from Odell Peterson. The building cost \$7,000, but Mr. and Mrs. Peterson made a \$250 contribution back to the Non-Profit Corporation; therefore, the net cost could be recorded as \$6,750.⁷⁴ The building was remodeled to provide more and better bathroom facilities. After the summer cleanup, paintup, and remodeling program was completed, the Non-Profit Corporation Board decided they could place from 12 to 15 boys plus a married couple to supervise in this facility.⁷⁵ The supervisor had the entire main floor for his apartment, and the students shared bedrooms upstairs and in the basement.

In an effort to promote college growth, the Non-Profit Corporation also took some of their resources and procured two used school buses in 1947. These buses were run daily from Fairview, Utah on the north and Axtell, Utah, on the south to the Snow College Campus. Though the charge was minimal, the venture was short lived. Poor participation and costly

⁷⁴Ephraim Enterprise, op. cit., Vol. XXXV, June 18, 1948, p. 1.

⁷⁵Minutes, Board of Directors, Snow College Non-Profit Corporation, June 29, 1948.

repairs forced cessation of the daily runs at the end of the Winter Quarter 1948.⁷⁶

As noted in this paper, the Snow College Non-Profit Corporation was willing to use its assets to advance college programs. It provided good housing for students and one staff member each year. The officers of the Board were all lay citizens except the Snow College President, who was an Ex-officio member of the Board, and all serve without remuneration.

Toward the end of the 1940's and the early 1950's, extra dedicated credits came to the school via the "G I" Bill of Rights.⁷⁷ As a result, the college was able to spend a little additional money on equipment. Among the expenditures were funds to establish a Non-Commercial Educational Broadcasting Station. The State Board of Education passed a resolution authorizing application to the Federal Communications Commission for a 10-watt F. M. station on June 2, 1950.⁷⁸ Other departments upgraded their equipment during this period, also.

Evidence of public awareness and support for Snow College during this period is prevalent. This could be called an "Era of Public Promotion."

⁷⁶Ephraim Enterprise, op. cit., Vol. XKIII August 16, 1946, p. 1.

⁷⁷Dedicated Credits are those funds derived from tuition and fees which the institution is permitted to use in addition to the "line item appropriation" made by the State Legislature.

⁷⁸Minutes, State Board of Education, June 2, 1950, p. 1715.

CHAPTER V

SUMMARY

The Junior College Movement, which is very young in educational history, is the only one which can truly be stamped "Made in the United States of America."¹ Kindergarten, elementary, high schools, senior colleges and universities had their beginning in the European countries. Jesse P. Bogue, in a lecture at the Western Junior College Association meeting held at San Jose, California, in 1957, tried to categorize the various eras of development of the Community Junior College. They were:

The Era of Recognition - 1920 to 1930.

The Era of Public Approval - 1930 to 1940.

The Era of Public Promotion - 1940 to 1950²

The Era of Great Demand - 1950 to present.

Attempts to relate the history of Snow College to these various eras, show a close relationship, and yet there are some differences. It seems that Snow's Era of Recognition extended through the 1933 legislative year when the legislators, and citizens finally gave recognition for the need of a

¹C. C. Colvert and H. Littlefield, "A Brief History of the American Association of Junior Colleges," Junior College Journal, Vol. XXXI, No. 6-A (February 1961), p. 36.

²Jesse Bogue, "Gleanings from Jesse Bogue's Writings," Junior College Journal, Vol. XXXI, No. 6-A (February 1961), pp. 41-54.

junior college system of this state to be supported financially through state appropriations. The aspect of full state support is somewhat different from that which is found in many community junior colleges.

There were not only harrasments, fear, and uncertainty expressed through legislators concerning the junior college move, but there was considerable skepticism emanating from so-called educational leaders of the state, as well as from the State Board of Education. There seemed little doubt in people's minds concerning a need for more education, but the realities of the day seemed to stem the progress of the junior college move. It was truly in its infancy, and a significant deterring factor was the economy of the times. History has shown that the Great Depression of the Thirties had a lasting, and in some cases, a stimulating effect on the education of youth. It was during this time that parents, and students, realized the necessity of personal sacrifice in obtaining educational goals. This move coincides quite closely the "Purpose of Education" as outlined by the Educational Policies Commission at Washington, D. C., in 1940.

Purposes of schools and other social agencies are not discovered as gold, but rather they evolve. They reflect and interact with the purposes which permeate the life of the people.³

There was an "Era of Public Approval" in the chronological order of things at Snow College. The period of Transition as described in Chapter

³Educational Policies Commission, The Purposes of Education in American Democracy, National Education Association 1940, Washington D. C.

III brought forth not only recognition for the school, but it also brought an awareness of the values in education. The period evinced the importance of a college to a small rural community.

Leadership plays an important role in the development of an institution. It has been said:

Difficulty in modifying social institutions arises from the attitude of the persons in control. Minorities who depend for livelihood or prestige upon keeping an institution unchanged, and those who derive benefits from controlling it, often prevent fundamental changes in the institution itself.⁴

The Era of Public Promotion probably started at Snow College in the last years of President Horsfall's administration and at the beginning of President Nuttall's. Recognition of the school and public acceptance had caused the people to feel a necessity to support it. Leadership had also been provided within the community.

There were three primary pressures felt by these administrators. The first was that of transition from Church to State, mingled with the Great Depression. The depression caused a number of private colleges in America to close their doors; but Snow College was able to actually grow during this period. The first of these pressures were felt and overcome by both presidents. A second pressure came with the advent of World War II. Snow College had to grasp for possible means to keep her doors open. At one

⁴Ibid.

time the college almost became solely a school for girls. Faculty members were encouraged to accept war industry jobs. Curriculum was revised to accommodate circumstances of the day. It was felt that the presence of the eleventh and twelfth grades of high school helped to stabilize the institution as a whole. The third great pressure came with the returning war veterans. The classroom bulged, curriculum was again revised, old staff members were re-employed, plus a few new ones. Housing became acute but the institution appeared to prosper.

There was more public promotion and support during the late 1930's and throughout the 1940's than the institution had ever experienced to that time. New programs in Agriculture, Home Economics, Trades and Vocational Education were added. There was a change in the Educational Department that did away with the old training school. This change also brought about an exchange of elementary public school students in the college for the eleventh and twelfth grades of high school. This made the institution a 4-year junior college in the eyes of some people. There were new buildings, remodeled buildings, and temporary buildings erected during that period. There was a dormitory program brought onto the campus for the first time. Civic organizations continued to work in behalf of the school.

This paper was not intended to cover Jesse P. Bogue's Era of Great Demand. But the First Three Eras are evident within the document. Though growth had been slow and hardships plentiful perserverence

prevailed. The Era of Great Demand is now left to those who have faith in the school and a desire to serve.

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APPENDIXES

Appendix A

SNOW COLLEGE TO BE CLOSED

(Taken from Ephraim Enterprise - January 2, 1931)

President Milton H. Knudsen of Snow College received a letter from Dr. Joseph F. Merrill, L D S Church Commissioner of Education, stating that the church junior colleges would be closed in 1932 and 1933. A statement given by the church board of education to the state press is that the L D S high school in Salt Lake City will be discontinued at the end of the present school year and the support by the church of five junior colleges in Utah, Idaho and Arizona will be withdrawn by 1933.

With but two exception, the church will be out of the secular education field by 1933. The two church schools which will be continued are the Brigham Young University of Provo and the Juarez Academy in Chihuahua, Mexico. Junior colleges effected will be Dixie College, St. George, Utah, Snow College at Ephraim, Utah, Weber College at Ogden, Utah, Ricks College at Rexburg, Idaho, and Gila College at Thatcher, Arizona. The closing order, it is announced, in line with policy of the General Church Board of Education to withdraw, wherever feasible, from the field of secular education in favor of the public school system.

The Church Board of Education hopes that the junior colleges will be continued under public auspices, Dr. Merrill stated. It had been previously announced that the colleges would be closed in 1931, but in order to give the public time to work out the necessary plans and to secure legislation for their continuation, date of their closing was deferred to 1933.

Responsibility of continuing junior college opportunities in the communities affected is now passed on to the public, the states, counties and cities concerned.

The junior colleges to be discontinued have a total enrollment of 970 college grade students with 200 at Ricks, 360 at Weber, 210 at Snow, 110 at Dixie and 90 at Gila.

Appendix B

HOUSE BILL 101

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF UTAH:

Section 1. There is hereby established a state school at Ephraim City to be known as the Snow College, a junior college, the course of study therein shall be limited to the first two years of college work, to be opened for registration of students for the school year beginning July 1, 1932, upon condition that the board of education of Snow College may provide the present campus, building, and equipment for the conduct of such a school at a nominal cost to the state and said school shall thereafter be maintained by the state.

Section 2. There is hereby established at Ogden City, a state school to be known as the Weber College, a junior college, the course of study therein shall be limited to the first two years of college work, to be opened for registration of students in the school year beginning July 1, 1933, upon condition that the board of education of the Weber College may provide a suitable campus, buildings, and equipment for the conduct of said school at a nominal cost to the state, and said school shall thereafter be maintained by the state.

Section 3. Other schools shall be established as the state legislature may provide.

Section 4. The State Board of Education shall have the management and control of each of said schools, prescribe the course of study, employ the instructors and prescribe their qualifications, appoint a president in each said schools and prescribe entrance requirements of students to the institutions.

Section 5. An annual entrance registration fee of \$10.00 and a tuition fee of not less than \$9.00 per quarter or not less than \$13.50 per semester, shall be required of all students entering either of said schools.

Section 6. All claims against either of said schools shall before payment be approved by the State Board of Education and the State Board of Examiners.

Appendix C"AUTOBIOGRAPHY" OF HOUSE BILL No. 101

By Senator W. D. Candland

After many weeks of consideration by the Board of Strategy and Birth Control, it was decided that I should be born. "Ma" Peterson was to bring me forth. I was to have as wet nurses, specialist, consulting experts and so forth, all the Andersons, Nielsons, Jensens, Madsens, Knudsens, Bartons, and others that might be needed.

It was hard to decide whether I was to be a College boy, a University girl, or a Board of Education neutral. They named me "101" because it was a hundred chances I would die to one I would live. I had all the children's diseases my enemies could wish onto me. Everyone who came near me gave me a pinch, and when I would cry out, "Ma" Peterson would have hysterics. "She" watched by my bedside night and day and tried to tell me that if I got by "Doctor" Dern, I would be a husky school boy someday.

When I got to the Senate, everybody took a poke at me. Everything about me was wrong and nothing was right. They wanted to cut off some of my arms and legs but finally let me go through after trimming up my ears and cutting off some of my toes.

I was then sent to the Governor. He looked me over and said: "You are a h--- of a looking baby. I ought to cut your head off. But I guess I'll let you live as a horrible example."

Appendix D

GOVERNING BOARDS 1931-32 and 1932-33

L D S Church Board of Education 1931-32

Heber J. Grant, President
 Anthony W. Ivins
 Willard Young
 Rudger Clawson
 Orson F. Whitney
 John A. Widtsoe
 Joseph Fielding Smith

David O. McKay
 Stephen L. Richards
 Richard R. Lyman
 Adam S. Bennion
 Joseph F. Merrill
 Arthur Winter, Sec. & Treas.

Snow College Board of Trustees 1931-32

Lewis R. Anderson, President
 Soren M. Nielson, Vice Pres.
 Robert D. Young
 Jacob B. Jacobsen
 Dr. A. J. Nielson
 Jas. A. Christensen
 Jas. R. Ware
 Wm. F. Webster
 Newton E. Noyes
 A. Richard Peterson
 James L. Nielson
 Thomas A. King

Manti, Utah
 Mt. Pleasant, Utah
 Richfield, Utah
 Manti, Utah
 Ephraim, Utah
 Redmond, Utah
 Monroe, Utah
 Loa, Utah
 Ephraim, Utah
 Ferron, Utah
 Fountain Green, Utah
 Escalante, Utah

Snow College Executive Committee 1931-32

Lewis R. Anderson, Chairman
 Soren M. Nielson
 N. E. Noyes

Dr. A. J. Nielson
 Jacob B. Jacobsen

State Board of Education 1932-33

C. N. Jensen, Chairman - Also State Supt. of Public Instruction.
 George Thomas - President of the University of Utah
 Elmer G. Peterson - President of the Utah State Agricultural College.
 George A. Eaton
 John C. Swenson
 Miss Kate Williams
 C. A. Robertson

Salt Lake City, Utah
 Provo, Utah
 Salt Lake City, Utah
 Moab, Utah

Appendix D Cont'd.

J. M. Macfarlane
Joshua Greenwood
A. C. Matheson, Secretary

Cedar City, Utah
Salt Lake City, Utah
Salt Lake City, Utah

Snow College Executive Committee 1932-33

C. N. Jensen, Chairman
John C. Swenson

George A. Eaton
Joshua Greenwood

Appendix E

STAFF MEMBERS

Snow College Faculty 1931-32

Wm. G. Barton	Professor of Political Science and History
David Christensen	Custodian
H. Reed Christensen	Prof. in Mathematics and Physics
Joseph S. Christensen	Registrar and Prof. of Commerce
La Priele Crabb	Librarian
Fred J. Fjeldsted	Music
Francis J. Gurney	Prof. Chemistry
E. Ephraim Jensen	Prof. of Biological Science
Milton H. Knudsen	President and Prof. Agriculture
Helen A. Nelson	Instructor of Oral Expression
Lucy A. Phillips	Prof. of English
Heber C. Snell	Prof. of Psychology and Education
Emma B. Sorensen	Prof. of Home Economics
Charles A. Wall	Inst. in Shorthand and Typewriting
Mary Williamson	Prof. of Elementary Education
Fern A. Young	Asst. Prof. in English
Ivan W. Young	Prof. of Physical Education, Physiology and Hygiene
Gladys Youngbert	Asst. Prof. of Elementary Education

Snow College Training School Faculty 1931-32

Inez D. Adams	Critic Teacher
Jessie Armstrong	Critic Teacher
Vonda Harris	Critic Teacher
Vilate Jacobsen	Critic Teacher
Lucile Johansen	Critic Teacher
Audrey Larsen	Critic Teacher
Mary Nielson	Principal of Training School

Snow College Faculty 1932-33

There was no change over those shown in 1931-32

Snow College Training School Faculty 1932-33

Inez D. Adams	Critic Teacher
Blaine Anderson	Critic Teacher

Appendix E Cont'd

Vonda Harris	Critic Teacher
Ethel Hermansen	Critic Teacher
Vilate Jacobsen	Critic Teacher
Audrey Larsen	Critic Teacher
Mary Nielson	Principal of Training School

Appendix F

EXPRESSIONS BY PROMINANT LEADERS DURING TRANSITION

Dr. Joseph F. Merrill, L D S Church Commissioner of Education

All friends of Snow College will rejoice greatly that the college is to continue, that the impending change is a transfer and not a closing. But from another point of view, even a closing would not mean the end of the college, for as long as memory lasts, Snow College will continue to live in the minds and hearts of its loyal sons and daughters. Death is pronounced upon things of the earth, not upon things spiritual, the things characteristic of the Snow spirit.

But the college is to continue and its doors will still swing open to the fine type of young men and women who have entered in the past. This fact is a source of joy to us all.

For the good work that Snow has done during each of its years under church auspices, for the loyalty of its officers and teachers to the finest of educational ideals, for the ready responsiveness the students have always shown to the requirements of the college, the General Board of Education is deeply appreciative.

Snow passes to public auspices with the best wishes and blessings of the General Board.

Dr. C. N. Jensen, State Superintendent of Public Instruction

The institution which by provision of law is now designated as Snow College has been operating since 1888. Forty odd years is a sufficiently long period to permit of the establishment of a number of fine traditions. We shall mention but one in this very brief article.

The college has always been exceptionally careful to ascertain the needs of the people it has had to serve and it has been equally careful in planning its work to meet these needs. Largely as a result of this policy its graduates have gone into the schools of the state equipped to give intelligent and needed service right from the start. It has been the exception, not the rule, for a district to wait for the graduate to pass through a more or less extended probationary or experimental period before receiving good work from the beginning teacher. To give the best possible service to the communities, it serves has become a fine tradition of the Snow College.

The recent action of the Northwest Association of Secondary and Higher Schools in placing the college on its accredited list of junior colleges

is evidence of creditable standing, brought about by a long continued progressive policy.

Let us hope that under state control the college may continue on in its good work.

Appendix G

SNOW COLLEGE TRADE AND INDUSTRIAL TRAINING CURRICULUM

(Approved by State Board of Education - June 1938)

Snow College offers four courses in its department of vocational Education. Courses leading to a certificate of completion are offered in:

Auto Service and repair including body and fender work
Business Trades
Business Administration
Office Practice

In the metal and building trades, the student gives his entire time from 9:00 o'clock in the morning until 4:00 o'clock in the afternoon five days a week to training on a pre-apprentice level, for useful employment in a trade or industrial pursuit. The school day is divided as follows: Three hours per day (fifteen hours per week) in shop or laboratory practice doing work on a useful or productive basis; two hours per day (ten hours per week) devoted to technical instruction related to the trade being taught. One hour per day five hours per week elective courses. The length of each course is two years.

Students will furnish their own materials. Hand tools will be secured by the students as the course proceeds.

Registration and Entrance

Selection of students for the vocational courses will be made by interview and a knowledge gained from the reports from the last school attended. Students must present fifteen units of high school work, twelve of which has been obtained in the last three years, or must have attained the age of eighteen years. If a student desiring to enter vocational training does not present fifteen units of high school credit, a recommendation from the principal of the school last attended must be submitted, providing the student has been in attendance at a high school within one year preceeding the time of application for admission. The vocational program will not be eligible for regular college credit to be applied on a higher degree. Students pursue a vocational trade or industrial course designed to meet the needs of the particular trade being taught and at the completion of the training a certificate of completion in the field where the requirements have been met, will be issued.

Appendix G Cont'd

In order to be admitted to any of the courses in the vocational department, a student must be a good moral character and accept the standards established for a regular college student.

The regular tuition and student body fees will be charged in the vocational department.

The responsibility of the school does not end with the graduation of the student. Close cooperation and coordination with industry exists at all times. The courses offered are those in which placement opportunities exist. The school will make every effort possible to assist the graduate to obtain and hold industrial employment. The shop and related subject teachers possess a very high degree of skill in their particular trade and in the related technical subject matter.

TRADE COURSE OUTLINED

The vocational preparatory courses are two years of nine months each in length.

AUTOMOTIVE SERVICE AND REPAIR

First Year

Subjects	Periods per week		
	Autumn Quarter	Winter Quarter	Spring Quarter
Shop	15	15	15
Related trade information** . .	10	10	10
Electives	5	5	5

**Related trade information classes study trade science, mathematics, safety practices, health, hygiene, print reading, and other subjects which contribute to the occupational training needs of the student.

Appendix G Cont'd

Second Year

Subjects	Periods per week		
	Autumn Quarter	Winter Quarter	Spring Quarter
Shop	15	15	15
Related trade information** . . .	10	10	10
Electives	5	5	5

**Related trade information classes study drawing and prints, trade science, mathematics, health, and safety practices.

BUILDING TRADE

First Year

Subjects	Periods per week		
	Autumn Quarter	Winter Quarter	Spring Quarter
Shop	15	15	15
Related trade information*** . . .	10	10	10
Electives	5	5	5

Second Year

Shop	15	15	15
Related trade information*** . . .	10	10	10
Electives	5	5	5

***All related trade information courses include safety practices, health, hygiene, trade sciences, mathematics, print reading, drawing and other subjects which contribute to the occupational training needs of the subject.

First Year

Subjects	Hours per quarter		
	Autumn Quarter	Winter Quarter	Spring Quarter
Accounting . . . . .	. 4	4	4
Introduction to Business . . . . .	. 3		
Electives . . . . .	. 3	3	6

Second Year

Social Psychology			5
Business Law . . . . .	. 4	5	
English 6 . . . . .	. 3		
Salesmanship		3	
Economics . . . . .	. 3	3	3
Economics 4 (Banking)			3
Electives . . . . .	. 6	6	5

Appendix H

SNOW COLLEGE VOCATIONAL AGRICULTURAL DEPARTMENT

(Approved by State Board of Education - February 4, 1941)

General Considerations

Snow College is located in one of Utah's best rural agricultural sections. It exerts an educational leadership in Sanpete, Sevier, Emery, Juab, Millard, Piute, and Garfield counties. If this leadership is effective, it should contribute to the social and economic betterment of the people in this area "here and now".

Agriculture is the basic industry of the section above mentioned. If Snow College is to assume an effective educational leadership in agriculture, it will be of necessity on a terminal vocational basis. It will teach young men the best of farming methods and encourage them to remain in the area and become good farmers. In order to do this, the following recommendations are submitted by Mark Nichols, State Director of Agricultural Education.

1.. Type of Department, Enrollees and Projects.

- (a) Establish a vocational agricultural department on a post-high school level that will attract Future Farmer graduates from the fifteen high schools in the area mentioned.
- (b) Limit the registration to those boys who want to become farmers and especially those who want to become farmers in the area.
- (c) Furnish facilities for these boys to carry on participating farm practices under conditions similar to those which they will experience when they become farmers in their own right.
- (d) Each enrollee would have part or full ownership of the short-term projects he works on in the department.
- (e) The profits accruing from the breeding livestock projects would be worked out in a pro-rata basis with the enrollees.
- (f) The primary objective in all supervised practice work would be to make money and train the boys through participating experience how to make money out of farming enterprises. Experimental practices would not be the order, but rather the application of the best known tested practices for making profit.

Appendix H Cont'd

2. Instruction

- (a) One-half day to be spent in farming activities on the farm and one-half day in college courses that would improve the enrollees' citizenship and cultural standing.
- (b) The vocational agricultural teacher would spend all of his time in vocational agricultural instruction and supervision of farming activities on the farm.
- (c) The instruction would be based on problems that grow out of the farming enterprises.
- (d) The instruction would be conducted in the dormitory on the farm.

3. Housing Equipment and Facilities

- (a) To begin with, an eighty acre tract should be purchased on which to erect a dormitory and farm buildings.
- (b) The enrollees would be housed in the dormitory on the farm.
- (c) Barns, coops, sheds, corrals, etc., would be erected on the farm. These would be of the kind the enrollees would build when they would want to build them on their own farms.
- (d) The eggs, milk, butter, meat, vegetables, etc., used in the dormitory would be produced by the boys on the farm.

4. Financing Projects

- (a) The college would own the breeding stock.
- (b) Enrollees would purchase feeding projects and receive their share of the profits that accrue.
- (c) A reserve fund would be set up which would serve as an insurance against these projects which did not yield a profit.
- (d) The projects would be financed through local banks or government loan agencies.

5. Placement

- (a) Every attempt will be made to place the enrollees back in their respective communities as farmers when they have completed two years of instruction. This will include counseling and guidance toward permanent ownership of land.

Appendix H Cont'd

6. Costs to start the Program

(a) Land		
Eighty acres of land @ \$125		\$10,000
(b) Equipment*		
First unit of dormitory		10,000
One dairy barn		1,000
One beef shed (for breeding stock)		600
Six chicken coops and brooders		2,000
One sheep shed (for breeding stock)		500
Five sheep sheds (for feeding lambs)		1,500
Twelve colony hog-houses		100
Fences and gate		800
Machine shed, garage, and tool shed		500
Wagons, machinery and tools		<u>2,000</u>
Total		\$29,000
(c) Instructional		
(1) Vocational agricultural instructor		2,200
(2) Classroom equipment in the dormitory		1,000
(d) Livestock		
Breeding stock to be donated by Southern Utah breeders and owned by the college.		

*This includes labor which would be cut down proportionately with N. Y. A. and W. P. A. Projects.

Appendix I

STUDENT OFFICERS

Student Body Presidents

1931-32	Ralph Blackham	Moroni, Utah
1932-33	Royden Braithwaite	Manti, Utah
1933-34	Gerald Erickson	Mt. Pleasant, Utah
1934-35	Floyd Brienholt	Ephraim, Utah
1935-36	Edward Christensen	Centerfield, Utah
1936-37	Therel Black	Ferron, Utah
1937-38	Hoyt Anderson	Ephraim, Utah
1938-39	Darrel Mecham	Salina, Utah
1939-40	Reed Braithwaite	Manti, Utah
1940-41	Ralph Anderson	Mt. Pleasant, Utah
1941-42	Hartley Newby	Monroe, Utah
1942-43	Perry Christensen	Manti, Utah
1943-44	Jean Hulme	Manti, Utah
1944-45	Elayne Thomson	Ephraim, Utah
1945-46	Barbara Alder	Manti, Utah
1946-47	Glen Goodwin	Grover, Utah
1947-48	Peter Thompson	Ephraim, Utah
1948-49	Thorpe Waddingham	Milford, Utah
1949-50	Max Dunford	Payson, Utah
1950-51	Donald Frischknecht	Manti, Utah

First Vice President

1931-32	Zoe Jensen	Ephraim, Utah
1932-33	Opal Christensen	Redmond, Utah
1933-34	Barbara Nielsen	Ephraim, Utah
1934-35	Evelyn Smyth	Fountain Green, Utah
1935-36	Pearl Evershed	Manti, Utah
1936-37	Jane Moffit	Castle Dale, Utah
1937-38	Vione Anderson	Koosharem, Utah
1938-39	Lois Jensen	Mt. Pleasant, Utah
1939-40	Katherine Rasmussen	Ephraim, Utah
1940-41	Ellis Amundsen	Fairview, Utah
1941-42	Phyllis Painter	Nephi, Utah
1942-43	Mary Austin	Ferron, Utah
1943-44	Zella Anderson	Ephraim, Utah
1944-45	Fern Poulson	Ephraim, Utah
1945-46	Marjorie Anderson	Ephraim, Utah
1946-47	Eunice Christensen	Ephraim, Utah

Appendix I Cont'd

First Vice Presidents

1947-48	Jean Dyreng	Manti, Utah
1948-49	Nedra Dennison	Sterling, Utah
1949-50	Ruth Poulson	Ephraim, Utah
1950-51	Carolyn Thomson	Ephraim, Utah

Secretary

1931-32	Ina Hunt	Richfield, Utah
1932-33	Eleanor Peterson	Mt. Pleasant, Utah
1933-34	Afton Christensen	Ephraim, Utah
1934-35	Lois Peel	Mt. Pleasant, Utah
1935-36	Ilean Hansen	Centerfield, Utah
1936-37	Helen Jensen	Manti, Utah
1937-38	Velma Hansen	Centerfield, Utah
1938-39	Marcelle Osborne	Spring City, Utah
1939-40	Grace Marx	Elsinore, Utah
1940-41	Thora Jensen	Ephraim, Utah
1941-42	Una Gwen Christensen	Ephraim, Utah
1942-43	Verna Anderson	Ephraim, Utah
1943-44	Zelma Nuttall	Ephraim, Utah
1944-45	Mary Sells	Nephi, Utah
1945-46	Margaret Fjeldsted	Gunnison, Utah
1946-47	Valene Cherry	Ephraim, Utah
1947-48	Dorothy Jorgensen Gee	Wales, Utah
1948-49	Camille Thompson	Ephraim, Utah
1949-50	Ruth Madsen	Ephraim, Utah
1950-51	Mitzi Armstrong	Ephraim, Utah

Forensic Manager

1931-32	Reese Anderson	Mt. Pleasant, Utah
1932-33	Allan Young	Price, Utah
1933-34	Arthur Nielson	Mt. Pleasant, Utah
1934-35	Ellis Rasmussen	Redmond, Utah
1935-36	Woodruff Thomson	Ephraim, Utah
1936-37	Garth Sorenson	Aurora, Utah
1937-38	Lucille Frischknecht	Gunnison, Utah
1938-39	Harold Wooley	Manti, Utah
1939-40	Lois Lorensen	Elsinore, Utah
1940-41	Ernest Poulson	Ephraim, Utah

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Forensic Manager

1941-42	Cornell Blackham	Ephraim, Utah
1942-43	Moyle Anderson	Ephraim, Utah
1943-44	Norma Alder	Manti, Utah
1944-45	Mary Louise Munk	Manti, Utah
1945-46	Kathryn Peterson	Ephraim, Utah
1946-47	Dan Keller	Manti, Utah
1947-48	Robert D. Anderson	Ephraim, Utah
1948-49	Jay Macfarlane	Pleasant Grove
1949-50	Robert Graham	Fairview, Utah
1950-51	Elna Nielson	Moroni, Utah

SNOWDRIFT (School Paper)

1931-32	Veola Brienholt	Redmond, Utah
1932-33	Millie Domgaard	Salina, Utah
1933-34	LaVerl Christensen	Hinkley, Utah
1934-35	Del Rae Christiansen	Monroe, Utah
1935-36	Wesley Christensen	Redmond, Utah
1936-37	Royal Andreason	Monroe, Utah
1937-38	Harold Johnson	Manti, Utah
1938-39	Keith Kendall	Nephi, Utah
1939-40	Athene Stewart	Fairview, Utah
1940-41	Wayne Nuttall	Ephraim, Utah
1941-42	Jane Brinton	Mt. Pleasant, Utah
1942-43	Royal Bagley	Moroni, Utah
1943-44	Amy Lazenby	Aurora, Utah
1944-45	Louise Jones	Manti, Utah
1945-46	Gay Rosenberg	Gunnison, Utah
1946-47	Fern Rymer	Grover, Utah
1947-48	Boyd Brady	Ephraim, Utah
1948-49	Mona Rae Anderson	Manti, Utah
1949-50	Jean Miller	Manti, Utah
1950-51	Betty Larsen	Ephraim, Utah

SNOWONIAN (School Yearbook)

1931-32	Lyman Peterson	Mt. Pleasant, Utah
1932-33	Dorothy Jessen	Richfield, Utah
1933-34	Betty Wall	Mt. Pleasant, Utah
1934-35	Harold Blair	Ephraim, Utah
1935-36	Ethel Stansfield	Mt. Pleasant, Utah

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1936-37	Stanley Dunn	Tooele, Utah
1937-38	Sena Larsen	Mayfield, Utah
1938-39	Ruth Sorenson	Ferron, Utah
1939-40	Florence Manwell	Payson, Utah
1940-41	Beryl Pickett	Gunnison, Utah
1941-42	Vera Dennison	Castle Dale
	Victor Rasmussen	Ft. Green, Utah
1942-43	Helen Hansen	Centerfield, Utah
1943-44	Merrill Hermansen	Ephraim, Utah
1944-45	Rae Lou Whitlock	Mayfield, Utah
1945-46	Norma Peterson	Ephraim, Utah
1946-47	Colynn Hansen	Ephraim, Utah
1947-48	Sheldon Schofield	Spring City, Utah
1948-49	Byron Gassman	Ephraim, Utah
1949-50	Ronald Otteson	Ft. Green, Utah
1950-51	Phillip Hodson	Springville, Utah

ACTIVITY AGENTS

1931-32	Eugene Peterson	Mt. Pleasant, Utah
1932-33	Paul Nielson	Ephraim, Utah
1933-34	Ellis Rasmussen	Redmond, Utah
1934-35	Clifford Sondrup	Ephraim, Utah
1935-36	Vernor Dunn	Tooele, Utah
1936-37	Knute Peterson	Ephraim, Utah
1937-38	Blaine Hansen	Mr. Pleasant, Utah
1938-39	Vance Brienholt	Ephraim, Utah
1939-40	A. J. Newby	Monroe, Utah
1940-41	Darrol Rasmussen	Ephraim, Utah
1941-42	Monty Nelson	Afton, Wyoming
1942-43	James Kilpack	Ferron, Utah
1943-44	Reed Brown	Koosharem, Utah
1944-45	Dale Seely	Mt. Pleasant, Utah
1945-46	Corless Chapman	Manti, Utah
1946-47	De Lon Covert	Spring City, Utah
1947-48	Kenneth Poulson	Ephraim, Utah
1948-49	Mac Isbell	Richfield, Utah
1949-50	Dick Cannady	Detroit, Michigan
1950-51	Lee Thurston	Manti, Utah

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PROGRAM CHAIRMAN

1931-32		
1932-33		
1933-34		
1934-35		
1935-36		
1936-37		
1937-38	Fern Mc Gee	Fruitland, New Mexico
1938-39	Rue Hickman	Salina, Utah
1939-40	Wayne Tuttle	Manti, Utah
1940-41	Maxcine Cloward	Payson, Utah
1941-42	Marie Svedin	Nephi, Utah
1942-43	Glenna Dean	Ephraim, Utah
1943-44	Helen Thorpe	Ephraim, Utah
1944-45	Shirley Dean	Ephraim, Utah
1945-46	Rachel Thompson	Ephraim, Utah
1946-47	Beth Larsen	Ferron, Utah
1947-48	Yvonne Schofield	Spring City, Utah
1948-49	Anna Laura Mortenson	Ephraim, Utah
1949-50	Jane Anderson	Manti, Utah
1950-51	Audrey Cox	Ephraim, Utah

CHEERLEADERS

1931-32	Moroni Jensen	Redmond, Utah
1932-33	Reed Brinton	Mt. Pleasant, Utah
1933-34	Elson Johansen	Mt. Pleasant, Utah
1934-35	Dean Isbell	Richfield, Utah
1935-36	Jerry Ogden	Richfield, Utah
1936-37	Beth Tuft	Monroe, Utah
1937-38	Hulda Lu Bent	Price, Utah
1938-39	Myrl Covert	Spring City, Utah
1939-40	Robert Poulson	Manti, Utah
1940-41	Dale Johnson	Manti, Utah
1941-42	Kirk Larsen	Manti, Utah
1942-43	Kent Thursby	Ephraim, Utah
1943-44	Gloria Nelson	Ferron, Utah
1944-45	Gloria Nelson	Ferron, Utah
1945-46	Cornell Lund	Gunnison, Utah
1946-47	Stella Lee Anderson	Ephraim, Utah
1947-48	Dick Braithwaite	Manti, Utah

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CHEERLEADERS

1948-49	Ronald Coleman	Spring City, Utah
1949-50	Willie Pulver	Payson, Utah
	Sherma Allred	Spring City, Utah
	Leila Ruth Allred	Spring City, Utah
1950-51	Glenn Nielson	Ephraim, Utah

SOPHOMORE CLASS PRESIDENTS

1931-32	Alfred L. Larson	Spring City, Utah
1932-33	Dean Peterson	Mt. Pleasant, Utah
1933-34	Paul Nielson	Ephraim, Utah
1934-35	Eugene Campbell	Tooele, Utah
1935-36	Rex Christensen	Ephraim, Utah
1936-37	Spencer Covert	Spring City, Utah
1937-38	La Rue Thurston	Richfield, Utah
1938-39	Arlo Nuttall	Ephraim, Utah
1939-40	Clair Anderson	Manti, Utah
1940-41	Royal C. Whitlock	Gunnison, Utah
1941-42	Ole Maxfield	Lyman, Utah
1942-43	Conrad Keller	Manti, Utah
1943-44	Roxey Jensen	Emery, Utah
1944-45	Halcyon Larsen	Ephraim, Utah
1945-46	Beth Ann Whitlock	Mayfield, Utah
1946-47	Lyman Nelson	Mt. Pleasant, Utah
1947-48	Clark Mortenson	Ephraim, Utah
1948-49	Dare Allen	Richfield, Utah
1949-50	Glenn Stubbs	Ephraim, Utah
1950-51	Ronald Rasmussen	Ephraim, Utah

SOPHOMORE CLASS VICE PRESIDENTS

1931-32	Louise Fowles	Mt. Pleasant, Utah
1932-33	Gertrude Christensen	Richfield, Utah
1933-34	Ethelyn Peterson	Ephraim, Utah
1934-35	Helen Johnson	Manti, Utah
1935-36	Margaret Cox	Orangeville, Utah
1936-37	Maude Jensen	Ephraim, Utah
1937-38	Norma Tuttle	Manti, Utah
1938-39	Maida Jensen	Manti, Utah
1939-40	LuRee Terry	Spring City, Utah

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SOPHOMORE CLASS VICE PRESIDENTS

1940-41	Clyde Rigby	Fairview, Utah
1941-42	Fern Larsen	Ephraim, Utah
1942-43	Roger Nielson	Salina, Utah
1943-44	LaRane Jensen	Ephraim, Utah
1944-45	Dorothy Jensen	Ephraim, Utah
1945-46	Betty Jean Despain	Moroni, Utah
1946-47	Ann Fitzgerald	Ephraim, Utah
1947-48	Luana Ockey	Nephi, Utah
1948-49	Barbara Parry	Manti, Utah
1949-50	Patsy Schofield	Spring City, Utah
1950-51	Elna Nielson	Moroni, Utah

SOPHOMORE CLASS SECRETARY-TREASURERS

1931-32	Shirley Ogden	Richfield, Utah
1932-33	Ramona Mellor	Manti, Utah
1933-34	Ruby Willardson	Ephraim, Utah
1934-35	Donna Anderson	Fairview, Utah
1935-36	Zada Thursby	Ephraim, Utah
1936-37	LaRue Thorpe	Ephraim, Utah
1937-38	Nola Gleave	Annabella, Utah
1938-39	Barbara Madsen	Manti, Utah
1939-40	Lola Sorenson	Ephraim, Utah
1940-41	Norma Sorenson	Spring City, Utah
1941-42	Rhoda Rees	Loa, Utah
1942-43	Carol Anderson	Ephraim, Utah
1943-44	Wanda Peterson	Ephraim, Utah
1944-45	Hannah Marie Billings	Springville, Utah
1945-46	Maxine Jorgenson	Wales, Utah
1946-47	Maxine Jensen	Spring City, Utah
1947-48	Verda Mae Schultz	Ephraim, Utah
1948-49	Sharon Marx	Sterling, Utah
1949-50	Carol Jean Madsen	Mt. Pleasant, Utah
1950-51	Shirley Anderson	Manti, Utah

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SOPHOMORE CLASS ACTIVITY AGENTS

1931-32	Wilbur Cox	Manti, Utah
1932-33	Spencer Squire	Gunnison, Utah
1933-34	Gloria Stevens	Ephraim, Utah
1934-35	Allan Thomas	Tooele, Utah
1935-36	Harvey Rawlinson	Delta, Utah
1936-37	Arnold Payne	Glenwood, Utah
1937-38	Earl Chapman	Sterling, Utah
1938-39	Berdean Oldroyd	Glenwood, Utah
1939-40	Nordell Allred	Spring City, Utah
1940-41	Lee R. Thompson	Sterling, Utah
1941-42	Victor Rasmussen	Fountain Green, Utah
1942-43	Boyd Seeley	Mt. Pleasant, Utah
1943-44	Paul Daniels	Ephraim, Utah
	Joyce Tew	Nephi, Utah
1944-45	Kathleen Jane Clark	Manti, Utah
1945-46	Vera Jean Larsen	Brigham City, Utah
1946-47	Zane Taylor	Ephraim, Utah
1947-48	Rodney Graham	Manti, Utah
1948-49	Carl Stott	Manti, Utah
1949-50	Sam Blackham	Moroni, Utah
1950-51	Lois Rae Meyers	Ephraim, Utah
1950-51	Grant Stubbs	Ephraim, Utah

FRESHMAN CLASS PRESIDENTS

1931-32	Dean Peterson	Mt. Pleasant, Utah
1932-33	Gerald Erickson	Mt. Pleasant, Utah
1933-34	Clifford Sondrup	Ephraim, Utah
1934-35	Woodruff Thomson	Ephraim, Utah
1935-36	Theral Black	Ferron, Utah
1936-37	Eugene Johansen	Castle Dale, Utah
1937-38	Ted Tuttle	Manti, Utah
1938-39	Reed Braithwaite	Manti, Utah
1939-40	Fred Mortenson	Ephraim, Utah
1940-41	Kent Christensen	Ephraim, Utah
1941-42	Roger Allred	Spring City, Utah
1942-43	Ted Kilpack	Ferron, Utah
1943-44	Gwen Tuttle	Manti, Utah
1944-45	Clyde Pritchett	Manti, Utah
1945-46	Sherrel Taylor	Aurora, Utah

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FRESHMAN CLASS PRESIDENTS

1946-47	Bill Hafen	Mt. Pleasant, Utah
1947-48	Chesley Wintch	Manti, Utah
1948-49	Arlo Jensen	Gunnison, Utah
1949-50	Donald Rasmussen	Ephraim, Utah
1950-51	Halbert Anderson	Gunnison, Utah

FRESHMAN CLASS VICE PRESIDENTS

1931-32	Melba Hansen	Monroe, Utah
1932-33	Emery Snyder	Tooele, Utah
1933-34	Eugene Campbell	Tooele, Utah
1934-35	Zada Thursby	Ephraim, Utah
1935-36	Norma Nielson	Mt. Pleasant, Utah
1936-37	Ross Anderson	Mt. Pleasant, Utah
1937-38	Lois Jensen	Mt. Pleasant, Utah
1938-39	Beth Brinton	Mt. Pleasant, Utah
1939-40	Clista Larson	Manti, Utah
1940-41	Mariam Candland	Mt. Pleasant, Utah
1941-42	Carol Anderson	Ephraim, Utah
1942-43	Jean Hulme	Manti, Utah
1943-44	Mariam Fitzgerald	Ephraim, Utah
1944-45	Marjorie Anderson	Ephraim, Utah
1945-46	Ann Fitzgerald	Ephraim, Utah
1946-47	Shirley Sudweeks	Ephraim, Utah
1947-48	Nedra Dennison	Sterling, Utah
1948-49	Patsy Schofield	Spring City, Utah
1949-50	Shirley Anderson	Manti, Utah
1950-51	Wilma Whitlock	Mayfield, Utah

FRESHMAN CLASS SECRETARY-TREASURERS

1931-32	Naomi Nordgren	Monroe, Utah
1932-33	Ruby Willardsen	Ephraim, Utah
1933-34	Dona Anderson	Fairview, Utah
1934-35	Ethel Stansfield	Mt. Pleasant, Utah
1935-36	Helen Sondrup	Manti, Utah
1936-37	Voneal Anderson	Moroni, Utah
1937-38	Lois Anderson	Ephraim, Utah
1938-39	Wayne Tuttle	Manti, Utah

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FRESHMAN CLASS SECRETARY-TREASURERS

1939-40	Della Winnie	Payson, Utah
	Ruth Carpenter	Manti, Utah
1940-41	Mariam Hansen	Ft. Green, Utah
1941-42	De Etta Wolffindon	Spanish Fork, Utah
1942-43	Ellen Chryst	Moroni, Utah
1943-44	Wanda Peterson	Ephraim, Utah
1944-45	Margaret Ann Fjeldsted	Gunnison, Utah
1945-46	Bessie Hutchinson	Manti, Utah
1946-47	Yvonne Schofield	Spring City, Utah
1947-48	Anita Humphrey	Orangeville, Utah
1948-49	Robert Graham	Fairview, Utah
1949-50	Mitzi Armstrong	Ephraim, Utah
1950-51	Dahlia Semadine	Dove Creek, Colorado

FRESHMAN CLASS ACTIVITY AGENTS

1931-32	Dorothy Jessen	Richfield, Utah
1932-33	Dorothy Thomson	Ephraim, Utah
1933-34	Floyd Brienholt	Ephraim, Utah
1934-35	Vernon Dunn	Tooele, Utah
1935-36	TreVor Christensen	Ephraim, Utah
1936-37	Hoyt Anderson	Ephraim, Utah
1937-38	Keith Christiansen	Monroe, Utah
1938-39	La Var Jensen	Mt. Pleasant, Utah
1939-40	Garth Hansen	Ephraim, Utah
1940-41	Rey Christensen	Mt. Pleasant, Utah
1941-42	Verdeen Morley	Moroni, Utah
1942-43	Margaret Nielson	Manti, Utah
1943-44	Elaine Allred	Ephraim, Utah
1944-45	Nada Paulsen	Ephraim, Utah
1945-46	Delon Covert	Spring City, Utah
1946-47	Elmer Fillis	Mt. Pleasant, Utah
1947-48	Mac Isbell	Richfield, Utah
1948-49	Bert Larsen	Moroni, Utah
1949-50	Lee Thurston	Manti, Utah
1950-51	Jean Winch	Tropic, Utah
	Max Blackham	Moroni, Utah

Appendix J

SPECIAL HONORS

VALEDICTORIANS

1931-32	Veola Brienholt	Redmond, Utah
1932-33	Millie Domgaard	Gunnison, Utah
1933-34	Gwen Gleave	Monroe, Utah
1934-35	Del Rae Christiansen	Monroe, Utah
1935-36	Zada Thrusby	Ephraim, Utah
1936-37	Royal Andreassen	Monroe, Utah
1937-38	William Jensen	Chester, Utah
1938-39	Lois Jensen	Mt. Pleasant, Utah
1939-40	Vivian Olsen	Ephraim, Utah
1940-41	Wayne Nuttall	Ephraim, Utah
1941-42	Beulah Allred	Spring City, Utah
1942-43	Verna Anderson	Ephraim, Utah
1943-44	Jean Hulme	Manti, Utah
1944-45	Rae Lou Whitlock	Mayfield, Utah
1945-46	Rachel Thompson	Ephraim, Utah
1946-47	Dan Keller	Manti, Utah
1947-48	LaMar Stewart	Fairview, Utah
1948-49	Thorpe Waddingham	Milford, Utah
	Mary Dean Stringham	Manti, Utah
1949-50	Ronald Otteson	Ftn. Green, Utah
1950-51	Shirley Anderson	Manti, Utah
1951-52	Maureen Gassman	Ephraim, Utah

EFFICIENCY STUDENTS

1931-32	Veola Brienholt	Redmond, Utah
1932-33	Ramona Mellor	Manti, Utah
1933-34	Arthur Nielson	Mt. Pleasant, Utah
1934-35	Ellis Rasmussen	Redmond, Utah
1935-36	Edward Christensen	Centerfield, Utah
1936-37	Twain Tippetts	Ephraim, Utah
1937-38	Neva Nuttall	Ephraim, Utah
1938-39	Ruth Sorenson	Emery, Utah
1939-40	Reed Braithwaite	Manti, Utah
1940-41	Darol Rasmussen	Ephraim, Utah
1941-42	Hartley Newby	Monroe, Utah

Appendix J Cont'd

EFFICIENCY STUDENTS

1942-43	Perry Christensen	Manti, Utah
1943-44	Amy Lazenby	Aurora, Utah
1944-45	Fern Poulson	Ephraim, Utah
1945-46	Margaret Fjeldsted	Gunnison, Utah
1946-47	Glen Goodwin	Grover, Utah
1947-48	Enid Pritchett	Manti, Utah
	Peter Thompson	Ephraim, Utah
1948-49	Byron Gassman	Ephraim, Utah
	Mary Marie Mellor	Manti, Utah
1949-50	Jane Anderson	Manti, Utah
	Max Dunford	Payson, Utah
1950-51	Phillip Hodson	Springville, Utah

Appendix K

ALUMNI PRESIDENTS AND TOASTMASTERS

ALUMNI PRESIDENTS

1932-33	William G. Barton	Ephraim, Utah
1933-34	T. Leonard Thomson	Ephraim, Utah
1934-35	Dr. F. E. Stephens	Ephraim, Utah
1935-36	Dr. H. R. Christensen	Ephraim, Utah
1936-37	Eldon Frost	Ephraim, Utah
1937-38	Udell R. Jensen	Nephi, Utah
1938-39	Mary Nielson	Ephraim, Utah
1939-40	Merritt L. Poulson	Manti, Utah
1940-41	Lyman Willardsen	Ephraim, Utah
1941-42		
1942-43	Bruce Jennings	Manti, Utah
1943-44	Ward Magelby	Manti, Utah
1944-45	Rulon Peterson	Ephraim, Utah
1945-46		
1946-47	Frank Brienholt	Ephraim, Utah
1947-48	Joyce Tippetts	Ephraim, Utah
1948-49	Roxie T. Mortenson	Ephraim, Utah
1949-50	Blodwen Olsen	Ephraim, Utah
1950-51	Elwin Mikkelsen	Ephraim, Utah

TOASTMASTERS-ALUMNI BANQUETS

1931-32		
1932-33	Leland Anderson	Manti, Utah
1933-34	Leo D. Bardsley	Gunnison, Utah
1934-35	P. C. Peterson	Ephraim, Utah
1935-36	Roscoe C. Cox	Ephraim, Utah
1936-37	Eldon Brinley	Ephraim, Utah
1937-38	Wm. G. Barton	Ephraim, Utah
1938-39	Eugene Peterson	Mt. Pleasant, Utah
1939-40	B. M. Thompson	
1940-41	Leland E. Anderson	Manti, Utah
1941-42	Helen B. Dyreng	Manti, Utah
1942-43	Mary Nielson	Ephraim, Utah
1943-44	Geraldine Thomson Hunter	Spanish Fork, Utah
1944-45	Twain Tippetts	Ephraim, Utah
1945-46	Frank Brienholt	Ephraim, Utah

Appendix K Cont'd

TOASTMASTERS-ALUMNI BANQUETS

1946-47	Eldon Anderson	Ephraim, Utah
1947-48	LaVirl Christensen	Provo, Utah
1948-49	Robert S. Poulson	Manti, Utah
1949-50	Bruce Jennings	Manti, Utah
1950-51	Mahonri Jensen	Richfield, Utah

Appendix L

COMMENCEMENT, BACCALAUREATE AND FOUNDERS DAY SPEAKERS

COMMENCEMENT SPEAKERS

- 1931-32 Judge Joshua Greenwood - Utah State Board of Education
- 1932-33 Monignor D. G. Hunt - Salt Lake City, Utah
- 1933-34 President E. G. Peterson - Utah State Agricultural College
- 1934-35 President George Thomas - University of Utah
- 1935-36 Reverend Jacob Trapp - Salt Lake City, Utah
- 1936-37 Dr. Ralph V. Chamberlin - University of Utah
- 1937-38 James A. Langton - State Board of Education
- 1938-39 Judge Oscar W. McKonkie - Salt Lake City, Utah
- 1939-40 Heber C. Snell - Snow College
- 1940-41 Dr. Milton R. Merrill - Utah State Agricultural College
- 1941-42 L. John Nutfall Jr. - Supt. Salt Lake Schools
- 1942-43 Dr. Wesley P. Lloyd - Brigham Young University
- 1943-44 Dr. J. C. Moffit - Supt. Provo City Schools
- 1944-45 William G. Barton - President South Sanpete Stake
- 1945-46 E. Allen Bateman - State Supt. Public Instruction
- 1946-47 Edward Christensen - Weber College Faculty
- 1947-48 Thorpe B. Isaacson - Member Presiding Bishopric
- 1948-49 Heber Bennion - Secretary of State
- 1949-50 President A. Ray Olpin - University of Utah
- 1950-51 President Lewis L. Madsen - Utah State Agricultural College

BACCALAUREATE SPEAKERS

- 1931-32 Stephen L. Richards - L D S Church Authority
- 1932-33 A. W. Jensen - Local Attorney
- 1933-34 Dr. Herbert B. Maw - University of Utah
- 1934-35 President Franklin S. Harris - Brigham Young University
- 1935-36 President Leland H. Creer - Weber College
- 1936-37 Dean Gerrit deJong Jr. - Brigham Young University
- 1937-38 Stephen L. Richards - L D S Church Authority
- 1938-39 Rabbi Samuel H. Gordon
- 1939-40 Dr. John T. Wahlquist - University of Utah
- 1940-41 Harold B. Lee - L D S Church Authority
- 1941-42 A. J. Ashman - Superintendent Sevier Schools
- 1942-43 Marion G. Merkley - University of Utah
- 1943-44 President Glenn E. Snow - Dixie College
- 1944-45 Dr. M. L. Bennion - Supervisor of L D S Seminaries

Appendix L Cont'd

BACCALAUREATE SPEAKERS

- 1945-46 Dr. A. C. Lambert - Brigham Young University
- 1946-47 L. R. Anderson - President of Manti Temple
- 1947-48 Dr. O Meridith Wilson - University of Utah
- 1948-49 Ward H. Magelby - Manti Seminary Teacher
- 1949-50 Dr. Obert C. Tanner - University of Utah
- 1950-51 Lynn S. Richards - State Board of Education

FOUNDERS DAY SPEAKERS

- 1931-32 A. I. Tippetts - Principal Ephraim High School
- 1932-33 C. N. Jensen - State Supt. of Public Instruction
- 1933-34 Charles H. Skidmore - State Supt. of Public Instruction
- 1934-35 C. Clarence Neslen - Former Mayor Salt Lake City, Utah
- 1935-36 W. W. Henderson - Former Pres. of Brigham Young College
at Logan
- 1936-37 Dr. John E. Carver - Ogden
- 1937-38 Dr. A. E. Jacobsen - Professor Utah State Agric. College
- 1938-39 Dean N. A. Pederson - Utah State Agricultural College
- 1939-40 Dr. C. N. Jensen - Superintendent of Jordan Schools
- 1940-41 Dr. Herbert B. Maw - University of Utah
- 1941-42 Therald N. Jensen - Attorney at Price, Utah
- 1942-43 Royden Braithwaite - Director L D S Institute - Weber
- 1943-44 Ralph Nilsson - Superintendent Juab County Schools
- 1944-45 Rulon W. Clark - Juvenile Judge in Salt Lake City, Utah
- 1945-46 Udell R. Jensen - Nephi Attorney
- 1946-47 Duane A. Frandsen - Attorney - Price, Utah
- 1947-48 Bruce Jennings - Principal Manti High School
- 1948-49 Leda Thompson Jensen - Public School Teacher, Salt Lake
- 1949-50 George E. Collard - Mayor Provo, Utah
- 1950-51 Milton H. Knudsen - Former President of Snow College

Appendix M

ENROLLMENT TRENDS

<u>Year</u>	<u>Head Count Fall</u>	<u>Head Count Winter</u>	<u>Head Count Spring</u>	<u>Annual Equivalent</u>
1931-32	220*	220*	220*	
1932-33	221*	221*	221*	
1933-34	213*	213*	213*	
1934-35	221	218	182	
1935-36	185	210	170	
1936-37	192	210	177	
1937-38	173	182	155	
1938-39	205	221	191	
1939-40	215	236	196	
1940-41	251	240	187	235
1941-42	173	175	138	171
1942-43	145	123	105	102
1943-44	100	94	73	75
1944-45	76	76	67	74
1945-46	88	139	140	129
1946-47	279	276	239	272
1947-48	269	265	229	270
1948-49	299	318	265	308

Appendix M Cont'd

ENROLLMENT TRENDS

<u>Year</u>	<u>Head Count Fall</u>	<u>Head Count Winter</u>	<u>Head Count Spring</u>	<u>Annual Equivalent</u>
1949-50	277	299	262	285
1950-51	230	236	198	232

*The Registrars Office could not provide a quarterly head count on enrollment for the 1931-32, 1932-33, and 1933-34 school years. These figures were shown as total annual head count on the records.

Appendix N

GRADUATION STATISTICS

<u>Year</u>	<u>Number</u>
1931-32	66
1932-33	53
1933-34	69
1934-35	57
1935-36	66
1936-37	51
1937-38	62
1938-39	54
1939-40	65
1940-41	55
1941-42	60
1942-43	17
1943-44	20
1944-45	24
1945-46	35
1946-47	44
1947-48	85
1948-49	62

Appendix N Cont'd

GRADUATION STATISTICS

<u>Year</u>	<u>Number</u>
1949-50	84
1950-51	56